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ABSTRACT

This publication contains bibliographic data and abstracts of over 350 documents and journal articles on sex equity, bias, and stereotyping reduction that may be found in the Educational Resources Information Center (ERIC) database. The document is divided into 16 chapters as follows: equal education and sex stereotypes, equal education and sex bias, one-parent family and fatherless family, one-parent and motherless family, nontraditional students and vocational education, inservice education and on-the-job training, inservice education and retraining, career education and career choice, career education and career guidance, equal education, teacher education and certification, teacher education and training, teacher education and equal education, inservice education and professional training, mentors, and peer influence. Each entry contains some or all of the following: ERIC document/ERIC journal (ED/EJ) number, ERIC clearinghouse accession number, document/article author(s), publisher, publication date, special comments regarding document/article availability, document price, abstract, and ERIC descriptors and identifiers. (MN)

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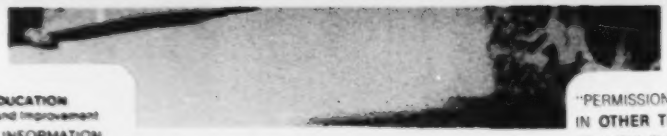
Equity, Bias, and Stereotyping Reduction Literature Review

National Research, Effective Projects, Publications, Curriculum, Training, and Resource Organizations



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Equity Report 102

1993

CE 063 800

Equity, Bias, and

Stereotyping Reduction

A Literature Review

Focused on

National research, effective projects, publications,
curriculum, training, and resource organizations

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1993

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FOREWORD

This literature review on equity, bias, and stereotyping reduction lists documents and journal articles found in the Educational Resources Information Center (ERIC) database. Sixteen chapters cover a wide range of topics. Full text of ERIC documents (those starting ED ___ ___) is available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, 800-443-ERIC or 703-440-1408. Cost varies depending on length of the document. Journal articles (those starting EJ ___ ___) are generally available from University Microfilms, Inc., 300 N. Zeeb Road, Ann Arbor, MI 48106, 800-521-0600. Cost is $12.50 per article. Most major university libraries have a microfiche collection of ERIC documents and subscribe to many of the journals listed in this literature review. Contact your local university library for additional information concerning the availability of ERIC documents and journals or call 800-LET-ERIC for information on the nearest location of an ERIC information service provider.

Steven D. Chambers

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I. EQUAL EDUCATION & SEX STEREOTYPES

ED 341 321 HE 025 217
Wolfe, Leslie R., Ed.
Women, Work, and School: Occupational Segregation and the Role of Education.
Report No.—ISBN-0-8133-8000-6
Pub Date—91
Note—225p.
Available from—Westview Press/Promotion Department, 5500 Central Avenue, Boulder, CO 80301 ($32.50).
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Access to Education, Blacks, Career Development, Computer Literacy, Computer Science Education, Court Litigation, Cultural Differences, Demography, Elementary Secondary Education, Employed Women, Enrollment, *Equal Education, *Equal Opportunities (Jobs), Higher Education, Hispanic Americans, Low Income Groups, Minority Groups, *Nondiscriminatory Education, Policy Formation, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Vocational Education

This book of 13 papers resulted from a May, 1988, conference which examined the link between sex stereotyping in education and occupational inequities in the workplace. The book is organized in five parts. Papers in the first two parts assess the impact of sex and race stereotyping and discrimination on

EJ 427 848 SP 520 425
Sex Stereotyping Hurts All Kids. Cutright, Melitta J. *PTA Today;* v16 n5 p13-15 Mar 1991
Descriptors: *Sex Stereotypes; Females; Males; *Sex Role; Civil Rights; Equal Education; Sex Fairness; Children; *Parent Attitudes; Parent Responsibility; Teacher Responsibility; Academic Achievement

Sex stereotyping (raising boys and girls to be different because of their sex) begins at birth. The article reviews studies detailing sex stereotyping practices and offers suggestions on what parents can do to avoid them. A list of suggestions for raising children in a nonsexist way is included. (SM)

EJ 424 012 CE 522 475
A Future with Options. Women Opening Doors to Nontraditional Occupations. Van Fossen, Sandra; Beck, Judy *Vocational Education Journal;* v66 n4 p26-27 Apr 1991 (Reprint: UMI)
Descriptors: *Females; *Nontraditional Occupations; *Equal Opportunities (Jobs); *Student Recruitment; *Equal Education; Sex Stereotypes; Sex Fairness
Identifiers: Occupational Segregation

Social, cultural, and institutional barriers inhibit entry of women into nontraditional education and employment. Teacher and counselor behavior, strategic institutional changes, and sex equity leadership are needed to alter current patterns of occupational segregation. (SK)

EJ 423 867 SP 520 266
Sexism and Curricular 'Choice.' Gillborn, David *Cambridge Journal of Education;* v20 n2 p161-74 1990
Descriptors: Secondary Education; Foreign Countries; Secondary School Teachers; *Teacher Role; Secondary School Students; *Sex Bias; *Sex Stereotypes; *Sex Role; Males; Females; Equal Education; Access to Education; Educational Discrimination; *School Responsibility; Case Studies; *Course Selection (Students)
Identifiers: England; Wales

Examines sexism and curricular patterns in Britain's educational system, describing one coeducational secondary school. Option choice, school negotiation processes, and teacher role in reinforcing gender stereotypes are discussed. Results indicate that option patterns and student assumptions lead to choices reflecting traditional, stereotypical gender roles. (SM)

EJ 419 392 UD 515 476
Gender Comparisons of Mathematics Attitudes and Affect: A Meta-Analysis. Hyde, Janet Shibley; And Others *Psychology of Women Quarterly;* v14 n3 p299-324 Sep 1990 (Reprint: UMI)
Descriptors: Females; Males; *Mathematics; *Mathematics Achievement; Meta Analysis; Psychological Studies; *Sex Differences; *Sex Stereotypes; *Student Attitudes; Equal Education

Meta-analyses of sex differences in attitudes and affect specific to mathematics found that effects were small in size and similar to sex differences in mathematics performance. When differences did exist, the pattern was for females to hold more negative attitudes than males. However, males held more sex-stereotyped attitudes than did females. (FMW)

EJ 412 400 SO 520 948
Option Choice and Careers Guidance: Gender and Computing in Secondary Schools. Culley, Lorraine *Western European Education;* v21 n4 p41-53 Win 1989-90 (Reprint: UMI)
Descriptors: *Career Choice; *Career Guidance; *Computer Science Education; Educational Research; Equal Education; Foreign Countries; Secondary Education; *Sex Differences; Sex Stereotypes; Student Development; Teacher Attitudes; *Females
Identifiers: *Great Britain

Reports on a research project in Great Britain that investigated the option schemes and career guidance given to pupils in eight secondary schools. Argues that schools do not take positive action to encourage female pupils to study computer science courses and that career guidance personnel feel that sex-stereotyped choices are influenced by agencies other than schools. (DB)

EJ 409 889 CG 537 508
Counselor-Teacher Interface: Promoting Nonsexist Education and Career Development. McCormick, Theresa E. *Journal of Multicultural Counseling and Development;* v18 n1 p2-10 Jan 1990 (Reprint: UMI)
Descriptors: *Equal Education; *Sex Fairness; *Career Counseling; *Career Development; Sex Bias; Counselor Role; Teacher Role; Achievement; Sex Stereotypes; Sex Role; Socialization; Counseling Techniques; Teacher Student Relationship; Counselor Client Relationship; Leadership Styles; Self Esteem; Computer Literacy; Elementary Secondary Education

Focuses on equity issues pertaining to women, their career development, and interface between counselors and teachers in addressing these issues. Points out the inconsistency between the ideal of equity and actual practice based on differences between male and female achievement. Offers suggestions to teachers and counselors for initiating and maintaining nonsexist education and career development for all students. (PVV)

EJ 407 776 SO 520 6
Femininity as Performance. Walkerdine, Valer *Oxford Review of Education;* v15 n3 p267-1989
Descriptors: Feminism; *Educational Discrimination; *Sex Discrimination; Womens Studies; Equal Education; *Sex Stereotypes; Learning Theories; Womens Education; *Hidden Curriculum; *Females; Foreign Countries; Elementary Secondary Education; Performance; Higher Education; *Academic Achievement; Qualitative Research
Identifiers: England; *Feminist Scholarship; Poststructuralism

Explores the myth that female children perform poorly school. Claims that teachers use negative language in evaluation of females, regardless of performance, th legitimatizing the exclusion of females and supporting patriarchy. Discusses problems of women in academia a concludes that the empowerment of women threatens ma academic superiority. (NL)

) 403 649 CS 739 304
Confronting Sex Stereotypes in the Classroom (ERIC/RCS). Morgan, Mary *Journal of Reading;* v33 n4 p306-07 Jan 1990 (Reprint: UMI)
Descriptors: Secondary Education; *Sex Stereotypes; *Sex Bias; Sex Role; *Language Usage; Equal Education; Nondiscriminatory Education; *Educational Resources; Teaching Methods

Describes several curriculum resources that focus on eliminating sex stereotypes through nonsexist teaching strategies, activities, and material selection for middle and high school language arts, reading, and English classrooms. (RS)

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EJ 401 646 SP 519 181
The Issue: Sex Equity and Sexuality in Education. Klein, Susan Shurberg. *Peabody Journal of Education*; v64 n4 p1-12 Sum 1987 (Published 1989) (Reprint: UMI)
Descriptors: Elementary Secondary Education; *Sexuality; *Sex Education; *Sex Discrimination; *Equal Education; *Cultural Context; *Sex Stereotypes

This introduction to a series of articles whose theme is sex equity and sexuality in education, defines terms (sexuality, sex or sexuality education, sex equity), discusses the importance of issues related to the theme, and highlights findings from articles in the series. (IAH)

EJ 397 361 UD 514 546
Equal Opportunities in the Curriculum: The Case of Home Economics. Geen, A. G. *Gender and Education*; v1 n2 p139-53 1989
Descriptors: Elective Courses; Equal Education; Family Influence; Females; Foreign Countries; *Home Economics; Males; Outcomes of Education; Peer Influence; Secondary School Students; Secondary Education; *Sex Role; *Sex Stereotypes; *Student Attitudes; Surveys; *School Choice
Identifiers: *England; *Wales

A survey of secondary schools in England and Wales indicates that, due largely to sex stereotypes, a minority of male students is likely to study home economics. Among strategies to ensure equal educational opportunity, "special escalator" and "equal outcomes" approaches are more effective than "unlocked door" or "open door" policies. (AF)

EJ 372 550 RC 506 623
Sex Differences in Education: An Overview. Sutherland, Margaret B. *Comparative Education*; v23 n1 p5-9 1987
Descriptors: *Access to Education; Comparative Education; Differences; *Equal Education; *Educational Opportunities; Females; Males; Sex Stereotypes; *Sex Differences; *Sex Bias; Sex Role; Sociocultural Patterns; Womens Education; Elementary Secondary Education; Higher Education
Note: Theme issue with title "Sex Differences in Education."

Discusses three areas in which prevailing attitudes seem to work against equal opportunities for women: (1) attitudes underlying female choices of certain subjects and occupations; (2) attitudes of society and employers toward women workers; and (3) attitudes which attribute child-care and domestic tasks almost exclusively to females. (JHZ)

EJ 366 021 EA 521 999
Identifying Sex Equitable Interaction Patterns in Classroom Supervision. Bailey, Gerald D. *NASSP Bulletin*; v72 n505 p94-98 Feb 1988 (Reprint: UMI)
Descriptors: Elementary Secondary Education; Research Utilization; Classroom Environment; *Teacher Behavior; *Sex Stereotypes; *Teacher Student Relationship; Verbal Communication; *Teacher Supervision; *Equal Education

All too often, the research dealing with sex equity is overlooked by teacher supervisors. Research findings dealing with verbal interaction patterns and various alternatives to following sexist examples are presented so that unconscious sexist teaching behaviors among both male and female teachers can be identified. (CJH)

EJ 361 960 UD 513 280
Achieving Sex Equity in Education: A Comparison at Pre- and Post-Secondary Levels. Klein, Susan S.; Bogart, Karen. *Equity and Excellence*; v23 n1-2 p114-22 Spr 1987 (Reprint: UMI)
Descriptors: *Equal Education; *Equal Opportunities (Jobs); Elementary Secondary Education; *Females; Higher Education; *Sex Bias; *Sex Stereotypes; *Single Sex Schools
Identifiers: Sex Equity in Educational Leadership
Note: Special issue on Ethnic and Ability Grouping.

Describes how sex inequities found at the elementary and secondary levels resemble or differ from those at the post-secondary level. Identifies strategies to promote equity that can be used at each level. (PS)

EJ 360 086 SO 517 080
Education and Equality of Opportunity for Girls and Women. Cels-Offermans, Anne. *Western European Education*; v19 n3 p6-25 Fall 1987 (Reprint: UMI)
Descriptors: Foreign Countries; *Womens Education; *Equal Education; Social Sciences; *Research; *Sex Stereotypes; Higher Education
Identifiers: *Europe (West)

Discusses findings of a questionnaire about the improvement of educational opportunities for women in Western Europe. Summarizes recent developments, measures, and initiatives and concludes by recommending further improvements. (BSR)

EJ 334 744 IR 515 300
Gender Differences and Computing: Students' Assessment of Societal Influences. Kwan, Stephen K.; And Others. *Education and Computing*; v1 n3 p187-94 Sep 1985
Descriptors: Career Choice; *Computer Science Education; Equal Education; Females; Literature Reviews; Males; Mathematics Achievement; Questionnaires; Secondary Education; *Sex Differences; *Sex Stereotypes; *Social Influences; *Student Attitudes

Reports results of a study which examined students' assessment of societal influences on their participation in computing. Gender differences in attitudes toward three factors are discussed: computing as male dominated, influence of significant others, and negative attitudes associated with computing and career aspirations. Students, especially females, are rejecting computing stereotypes. (Author/MBR)

EJ 334 252 EA 519 883
Finding Reality among the Myths: Why What You Thought about Sex Equity in Education Isn't So. Harvey, Glen. *Phi Delta Kappan*; v67 n7 p509-12 Mar 1986 (Reprint: UMI)
Descriptors: Sex Role; *Equal Education; *Academic Achievement; Females; *Educational Change; Sex Stereotypes; *Sex Discrimination; Educational Research; Elementary Secondary Education; Higher Education

Outlines misperceptions about equity issues relating to male and female performance in the educational system. There is evidence that female achievement is declining while male achievement levels exhibit more gains than females. This raises serious questions about the current educational experiences of females and the causes of the achievement declines. Includes 11 references. (MD)

EJ 329 056 UD 511 971
Science Anxiety among Elementary School Students: Equity Issues. Czerniak, Charlene; Chiarelott, Leigh. *Journal of Educational Equity and Leadership*; v5 n4 p291-308 Win 1985 (Reprint: UMI)
Descriptors: Anxiety; Elementary Education; Equal Education; Mathematics Anxiety; *Sex Differences; Sciences; *Science Education; *Student Attitudes; *Sex Stereotypes; Teacher Attitudes
Identifiers: *Science Anxiety

Presents a literature review and research study that assessed science anxiety among elementary students. Concludes that (1) no inherent, biological reasons explain why females should be less adept at science than males, (2) nonthreatening science education is needed for students before grade four; and (3) teachers must be taught about their own science anxiety. (KH)

EJ 316 294 CE 515 523
New Technologies, Old Patterns: Changing the Paradigm. Lewis, Linda H. *Educational Horizons*; v63 n3 p129-32 Spr 1985 (Reprint: UMI)
Descriptors: Sex Stereotypes; *Sex Bias; *Sex Fairness; Computers; Teacher Attitudes; *Teaching Methods; Counselor Attitudes; *Social Influences; *Equal Education; Technology; *Career Choice; Parent Influence; Peer Influence; Elementary Secondary Education; Higher Education

The author lists some strategies that educators can implement to ensure equal opportunity in technology education. She also discusses social factors that influence an individual's career decisions, parents' expectations, teacher attitudes in elementary, secondary, and higher education, impact of counselors, and peer influence. (CT)

EJ 314 583 SP 514 71
Computers and Children: Where Are the Girls? Kreinberg, Nancy; And Others. *PTA Today*; v1 n5 p13-15 Mar 1985
Descriptors: *Microcomputers; *Sex Stereotypes; *Equal Education; Elementary Secondary Education; Teacher Role; Futures (of Society); *Student Attitudes; *Sociocultural Patterns; Females

The gender gap in computer technology begins at a young age. Elementary school girls spend less time working with computers than boys, thus affecting their job potential in the future. Possible causes and solutions are discussed. (DF)

EJ 309 495 CE 515 152
Beneath the Veneer of Sex Equity in Education. Smith, Nancy J.; Farina, Rosemarie Viola. *Educational Considerations*; v11 n2 p29-33 Fall 1984
Descriptors: *Sex Fairness; *Teacher Behavior; *Equal Education; Helplessness; Attitudes; *Females; Higher Education; *Sex Stereotypes
Note: Available from the College of Education, Kansas State University, Manhattan, KS 66506.

In an historical examination of educational equity issues the authors examine why sex equity remains an unrealized goal, how teacher behavior affects equity, and why classrooms and campuses are not encouraging places for women. The lack of support for equity in the current political climate is also addressed. (SK)

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EJ 305 992 SP 514 239
Symposium on Gender and Education. *Educational Theory*; v34 n4 p321-25,327-53 Fall 1984 (Reprint: UMI)
Descriptors: *Females; *Educational Philosophy; Sex Discrimination; Sex Stereotypes; *Equal Education; *Social Attitudes; *Sex Bias

The role and treatment of women in the development of educational philosophy are explored in three articles: (1) "Gendernism and the Reconstitution of Philosophy of Education" (Ann L. Sherman); (2) "The Ideal of the Educated Woman: Jane Roland Martin on Education and Gender" (J. C. Walker); and (3) "Bringing Women into Educational Thought" (Jane Roland Martin). (DF)

EJ 271 192 EA 515 815
The Wolf Is Our Shepherd: Shall We Not Fear? Uhlir, Ann. *Phi Delta Kappan*; v64 n3 p172-76 Nov 1982 (Reprint: UMI)
Descriptors: Affirmative Action; Athletic Coaches; Civil Rights; Court Litigation; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Higher Education; *Organizations (Groups); Physical Education; Sex Discrimination; Sex Stereotypes; Student Participation; *Womens Athletics
Identifiers: Female Students

Asserts that the impact of the last decade's legislation providing for sex equity in sports programs has actually reduced professional opportunities for women and has forced women's athletic programs and sports organizations to adopt the competitive philosophy traditional in men's sports. Considers effects of recent court litigation and interorganizational rivalries. (PGD)

ED 339 400 IR 053 908
Neuman, Delia
Technology and Equity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-8
Pub Date—Dec 91
Contract—R188062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aptitude, Computers, Economic Factors, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Information Technology, *Microcomputers, Physical Disabilities, Sex Stereotypes, *Technological Advancement
Identifiers—ERIC Digests

This examination of the relationship that exists between technology and students warns that, although technology is routinely touted as a potentially powerful agent of educational reform, technology and equity are not inevitable partners. A review of the literature on computer equity reveals that many students--not only minority, disadvantaged, and inner-city, but also female, handicapped, and rural--have been hampered by inequitable access to microcomputers and by widespread patterns of inequitable distribution and use of microcomputers within and across schools. It is argued that limited hardware and software can in turn lead to scheduling patterns that favor higher-ability students. Other factors that can limit computer access to selected groups are also identified, including location of hardware in areas restricted to advanced students, setting unnecessarily difficult prerequisites for computer courses, lack of adaptive devices or special software for handicapped students, and software that incorporates stereotypes. Examples of research findings on computer equity for various categories of students are given, and it is concluded that active, committed involvement by equity advocates concerned about the needs of underserved groups is necessary to ensure equity with and through technology, especially as CD-ROM and online searching enter the curriculum. (17 references and 6 additional readings) (MAB)

EJ 298 558 RC 505 431
Sex Equity for Rural American Women. Holder, Birdie H. *Research in Rural Education*; v1 n1 p21-25 Fall 1982
Descriptors: Access to Education; Community Support; Equal Education; *Females; *Models; Rural Areas; *Rural Education; Sex Discrimination; *Sex Stereotypes; *Vocational Education; Secondary Education; Values
Identifiers: Resistance to Change

Cites evidence showing traditional values are highly resistant to change regarding females in nontraditional skill/trade areas. Suggests a model for sex equity in vocational education in rural education systems, incorporating all components of rural education systems to interact in development of programs free from sex-role stereotyping. (NEC)

ED 339 674 SO 022 015
How Schools Shortchange Girls. A Study of Major Findings on Girls and Education. The AAUW Report.
Wellesley Coll., Mass. Center for Research on Women.
Spons Agency—American Association of Univ. Women Educational Foundation, Washington, D.C.
Report No.—ISBN-0-8106-2501-6
Pub Date—92
Note—124p.
Available from—AAUW Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 ($16.95 nonmember; $14.95, member; bulk pricing available for three or more copies).
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Educational Objectives, *Educational Policy, *Educational Research, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Females, Public Policy, Public Schools, *Sex Bias, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Social Science Research, Student Participation, Test Bias, Testing, *Womens Education

The educational experience of girls has been largely ignored in the current education debate in the United States. This absence does not mean that boys and girls have identical educational experiences in school. This report challenges the common assumption that girls and boys are treated equally in U.S. public schools by providing a synthesis of all available research on the subject of girls in school. The volume indicates that girls are not receiving the same quality, or even quantity, of education as boys. Divided into five parts, Part 1 of this report, an introduction, discusses the rationale for the study, points out the absence of topics related to females in the current educational debate, and offers an overview of the development of gender roles. Part 2 reviews data on the achievement and participation of females in public school programs from preschool through the senior year of high school, with attention given these topics: race, sex, socioeconomic status, and academic; teen pregnancy and motherhood; vocational education; and dropping out of school. Part 3 looks at sex and gender bias in testing. Part 4 focuses on the school curriculum from three perspectives: the Formal Curriculum, or the content of curricular materials, the Classroom As Curriculum, measuring the ways in which the materials are taught; and the Evaded Curriculum, the things that are not taught in the nation's schools. Part 5 contains 40 recommendations to improve education for both girls and boys. Two appendices and reference lists include: (1) 35 educational reform reports, 22 educational reform reports, and the national educational goals; and (2) the condition of indicators on gender equity, and available indicators for monitoring gender equity in education. A list of contributors to the report also is included. (DB)

EJ 283 441 UD 510 014
Social Conflict and Sex Equity in Education. Quantz, Richard A. *Journal of Educational Equity and Leadership*; v3 n2 p111-25 Sum 1983
Descriptors: Elementary Secondary Education; *Equal Education; Females; Higher Education; Interpersonal Relationship; Males; *Psychological Patterns; *Sex Differences; *Sex Fairness; Sex Role; Sex Stereotypes; Sexuality; *Social Behavior; Socialization; *Teaching Methods
Identifiers: *Masculinity Femininity Variable

Holds that male/female differences in such behavior characteristics as aggression, cooperation/competition, compliance, and anxiety are not innate, but rather are social strategies available to both sexes and utilized whenever reasonable. Suggests that the sex equity problems in education can be solved by eliminating differential treatment of boys and girls. (Author/MJL)

ED 339 667 SO 021 676
McInerney, Claire *Park, Rosemarie*
Educational Equity in the Third Wave: Technology Education for Women and Minorities.
Minnesota Curriculum Services Center, White Bear Lake.
Spons Agency—Minnesota State Dept. of Education, St. Paul.
Pub Date—86
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, *Educational Opportunities, Educational Resources, *Educational Technology, Elementary Secondary Education, *Equal Education, *Females, Futures (of Society), *Minority Group Children, Racial Bias, Sex Stereotypes, Social Influences, Technological Advancement

Computers and other forms of technology are revolutionizing many aspects of society. U.S. education has sought to enhance the technological revolution, and to make computers available to students at all levels. However, in spite of wider availability, not all students are attaining equal access to computers and other items. This report seeks to understand the factors that have prevented female and minority students from using computers and to make suggestions as to what can be done to create more equitable access for all students. Research on why women and minorities do not participate with technology at high levels is discussed. Suggestions are made to teachers for increasing the participation of women and minorities with technology. Several suggestions are made to administrators including the establishment of a strong mentor program within the school district. Suggestions also are provided for parents. A 24-item annotated bibliography is included. (DB)

ED 329 473 SO 021 144
Sadker, David *Sadker, Myra*
The Cost of Sex Bias in Schools and Society. The Report Card #1. Updated Edition.
American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.; NETWORK, Inc., Andover, MA.
Pub Date—89
Note—10p.; This edition updated by Mary Jo Strauss.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Females, Males, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Social Problems, Social Science Research

The losses that both girls and boys suffer because of sex bias in society and in education are summarized in this report. For both girls and boys, statements based on research in these fields are listed in the academic, psychological and physical realms, and career and family relationships. (53 endnotes) (DB)

ED 325 673 CE 056 254

Bitters, Barbara A. Farwell, Susan

Wisconsin Model for Sex Equity in Career and Vocational Education. Bulletin No. 0480.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—90

Note—334p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Career Education, Educational Planning, *Equal Education, Females, *Models, *Nontraditional Occupations, Nontraditional Students, Program Development, Program Implementation, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Vocational Directors, *Vocational Education

Identifiers—Wisconsin

This publication presents district administrators and staff with a model for developing and implementing a career/vocational equity program. Chapter 1 presents an overview of the model and suggests a program framework. Chapters 2 through 5 address the first four of five phases of the model. Chapter 2 provides background and information needed to build commitment for and give direction to the local vocational equity program. Chapter 3 explains the process for conducting an equity needs assessment in the local district. Chapter 4 addresses planning. Chapter 5 outlines the student competencies on which the model focuses as well as the school actions needed to fulfill the competencies. It offers seven major strategies to help the local planning team develop an effective vocational equity plan. Chapters 6 through 12 detail the seven strategies and their corresponding activities. Tips, cautions, and examples for each are given. The strategies are promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement. Chapter 13 focuses on evaluation, the final phase of the model. Appendixes, amounting to over 100 pages, include support materials, sample forms, surveys, data collection charts, data tabulation worksheets, analysis guide sheets, and 31 references. (YLB)

ED 306 388 CE 052 327

Martino, Susan Watson, Jennifer

Educational Equity Options. A Resource Bibliography.

Wider Opportunities for Women, Inc., Washington, D.C.

Spons Agency—Levi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date—88

Note—23p.

Available from—Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, Books, *Career Choice, *Career Education, Educational Resources, *Equal Education, *Equal Opportunities (Jobs), Learning Resources Centers, *Nontraditional Occupations, One Parent Family, Postsecondary Education, Resource Materials, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes

This selected list of educational resources includes 44 video items, 23 books, 9 posters, and 24 educational equity organizations and resource centers. Video materials and books are classified according to appropriate age groups and student abilities. All items are annotated. Topics of the videos and books include career choices, special needs students in careers, sex stereotypes, women in management, parent roles, finding a job, women's history, single mothers, and sex equity in education. (KC)

ED 322 231 UD 026 844

Milanovich, Norma J. Gonzalez, Frank, Ed.

Modeling Equitable Behavior in the Classroom. Training Module V.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Grant—G00-874-5255

Note—63p.; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, *Behavior Modification, *Classroom Techniques, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Learning Modules, *Sex Bias, *Sex Stereotypes, *Teacher Behavior, Teacher Education

Identifiers—National Origin Desegregation Assistance Centers

Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers It guides trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of nonverbal behaviors that contribute to gender bias in the classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 322 229 UD 026 842

Love, Reeve Gonzalez, Frank, Ed.

Sex Stereotyping and Bias: Their Origin and Effects. Training Module IV.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Grant—G00-874-5255

Note—62p.; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bias, Civil Rights, Classroom Environment, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), *Females, Learning Modules, Males, Mass Media Role, *Sex Bias, *Sex Stereotypes, Teacher Education, Technical Assistance

Identifiers—National Origin Desegregation Assistance Centers

The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias/stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 301 783 CE 051 549

Fear-Fenn, Marcia And Others

Sex Equity in Vocational Education. Monograph. Volume 1, Number 3.

Ohio State Univ., Columbus. Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—Apr 86

Note—6p.; Document contains colored ink and paper.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, Classroom Techniques, Education Work Relationship, *Equal Education, Federal Legislation, Females, Instructional Materials, Males, Postsecondary Education, Secondary Education, *Sex Bias, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Teacher Attitudes, *Teacher Student Relationship, Teaching Methods

Identifiers—Carl D Perkins Vocational Education Act 1984, Title IX Education Amendments 1972

The goal of sex equity in education is to provide unrestricted opportunities for all students. As a result of upbringing, most people have a different set of expectations, behavior standards, rewards, and punishments for females and males. This way of responding differently to each sex is called bias. Sex bias leads to sex discrimination, which has widespread effects on all persons. The three areas of bias most related to curriculum are textbook bias, language bias, and behavioral bias. Sex stereotypes are widespread in all these areas. Stereotyping denies the diversity, complexity, and variation that exists in any group of individuals. Even teachers with a strong orientation toward equity can act on stereotypes. The three steps necessary to eliminate sex stereotyping are awareness, understanding, and action. Teachers should evaluate their classroom environment to check for bias, include students in these activities, and take steps to make the classroom sex-fair. Students should be encouraged to take classes that are nontraditional for their sex, and other students must not be allowed to make fun of them. Two major pieces of legislation form the basis for sex equity in vocational education. Title IX of the Education Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984. Because they are shaping the lives of students, vocational educators have a responsibility to be as sex-fair as possible. (KC)

ED 291 652 SO 018 843

Berard, Barbara K. Huppertz, Nancy

A Model Program for Statewide Title IX Capacity Building.

Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—87

Grant—G008610633

Note—171p.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Resources, Elementary Secondary Education, *Equal Education, Exhibits, Inservice Teacher Education, Mathematics Education, Science Education, *Sex Fairness, Sex Stereotypes, Social Studies, Training, Visual Aids, Womens Studies

Identifiers—*Title IX Education Amendments 1972

This manual is intended to increase awareness of Title IX and related equity issues at the local school district level by providing materials and resources to specialists in school districts. The manual: (1) describes a model traveling equity resource display; and (2) provides instructions, agendas, and participant materials for a two-day training workshop. Sample display materials and order lists that describe how to obtain items in the display are provided in section I. Items for the display may be obtained both free of charge and at cost from various equity organizations. Section 2 includes a description of the two-day training workshop and selected samples of workshop materials. The workshop is designed to train local school district personnel to conduct one to two hour inservice training sessions in their own school districts. The workshop comprises four major topic areas: (1) Title IX; (2) women's history; (3) mathematics; and (4) science and computer equity. The following materials are provided for the four components of the workshop: (1) goal statements and content; (2) trainer instruction sheets for the activities; (3) activities handouts; and (4) agenda for a sample workshop. (SM)

ED 290 668 SO 018 704

Porter, Paige
Gender and Education: Sociology of the School.
Deakin Univ., Victoria (Australia).
Report No.—ISBN-0-7300-0400-7
Pub Date—86
Note—145p.
Available from—Deakin University Press, Deakin University, Victoria, Australia 3217 ($14.50).
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Feminism, Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education, *Womens Studies
Identifiers—*Australia

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently, the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interaction between gender and education in the domestic curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sara Delamont looks at ways to counter sexism during the child's formative years; Dale Spender discusses the different ways that males get more attention in the classroom; and R. W. Connell, D. J. Ashenden, S. Kessler and G. W. Dowsett point out that schools differentiate between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls, School and Society," is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kenway and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An annotated bibliography is appended. (SM)

ED 266 085

Lamari, Marcie
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
Boulder Valley School District RE-2, Boulder, Colo.
Pub Date—Aug 85
Note—116p.; Project assistance provided by the Colorado Department of Education, Sex Equity Program.
Available from—Boulder Valley Public Schools, 6500 E. Arapahoe, Boulder, CO 80302.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—County School Districts, Educational Opportunities, Elementary Secondary Education, *Equal Education, Females, Institutional Evaluation, Institutional Research, Males, Nondiscriminatory Education, Profiles, Public Schools, *School Surveys, *Self Evaluation (Groups), *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes
Identifiers—Title IX Education Amendments IX

Data representing figures for the 1983-84 and 1984-85 school years indicate the degree of compliance with Title IX in Boulder Valley School District (Colorado). Findings represent three major components: (1) baseline data, which includes numbers and percentages by gender of enrollment in various courses and activities, Comprehensive Test of Basic Skills (CTBS) achievement similarities and differences; staffing patterns, disciplinary actions/suspensions; and school drop-out rate; (2) K-6 student-teacher interaction observations in 235 elementary class groups, and (3) questionnaires, which were distributed to all district certified employees (1566) to tap knowledge, attitudes, and interests relative to gender equity. Results suggest that of the 16 areas examined, four were found to be areas of strength, with the remaining 12 indicating a need for education, awareness, and action. Some of the report's findings indicate that although secondary teachers approached equity in terms of gender, distribution by subject area showed significant discrepancies; that there was a difference between numbers of boys and girls enrolled in 117 courses; that sex differences corresponding with traditional career choice for women were found in every area; that of four subject areas examined, statistically significant differences between CTBS scores of girls and boys were reported in three; that of the total number of students in special education, 71 percent were boys; that more boys (72 percent) were involved in events leading to written notice of suspension; that gender was a significant factor in three categories of student-teacher interaction; that more boys participated on athletic teams; and that approximately 73 percent of school and classroom environment observations were identified as reflections of gender disparity. (LH)

ED 286 393 HE 020 483

Eliminating Sexism in the Classroom.
Oregon State Univ., Corvallis.
Pub Date—[87]
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Equal Education, Expectation, Higher Education, *Language Usage, *Sex Bias, *Sex Discrimination, Sex Stereotypes, *State Universities, *Teacher Attitudes, Teacher Behavior, *Teacher Student Relationship
Identifiers—*Oregon State University

Ways to eliminate sexism (discrimination based on sex) in Oregon State University classrooms are suggested, with attention to language, behavior, and expectations. Social outcomes of sexism are also identified. Unequal treatment singles out or ignores the individual. As a result, students may lose confidence, lower academic goals, or limit their career choices. Professors may transmit unexamined cultural assumptions that may include the belief that women are less intellectually committed and their work is less important than men's work. Women need access to the same employment and educational options available to men. Six suggestions for using language to provide a congenial atmosphere are offered, along with 11 suggestions for changes in faculty behavior, and 8 suggestions for raising faculty expectations of females, a step toward lending them more encouragement. Suggestions include: incorporate women and women's contributions into lectures; refer to students as "men and women" rather than "men and girls"; encourage women students when they seek to pursue nontraditional careers; call on women students as much as men students; and perceive students as individuals, rather than as men and women. (SW)

ED 251 576 UD 023 969

Expanding Options. Facilitator's Guide-Student Leader Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—258p.; For related documents, see UD 023 961-968.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, *Change Strategies, Educational Change, Equal Education, Learning Activities, Resource Materials, Secondary Education, *Secondary School Students, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, *Student Leadership, Teaching Guides, Workshops

This guide provides procedures and supporting materials for a sex equity workshop aimed at secondary school student leaders that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for seven sessions. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping and to create a common vocabulary. A simulation experience in Session 3 helps students identify real-life attitudes and roles. Sessions 4-6 emphasize increased knowledge about the issues of sex equity. Session 7 involves application of knowledge about change processes to personal and school life and explains the student's role as change agent. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 278 583 SO 017 671

Girls and Women in Education: A Cross-National Study of Sex Inequities in Upbringing and in Schools and Colleges.
Organisation for Economic Cooperation and Development, Paris (France).
Report No.—ISBN-92-64-12865-4
Pub Date—86
Note—191p.
Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington D.C. 20006-4582.
Pub Type— Reports - Research (143) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Opportunities, Elementary Secondary Education, *Equal Education, Foreign Countries, Global Approach, Higher Education, *School Role, Sex Bias, *Sex Discrimination, Sex Stereotypes, Social Influences, Socialization, *Teacher Role, *Womens Education
Identifiers—Organisation for Economic Cooperation Development

This report examines how far Organisation for Economic Co-operation and Development (OECD) countries have come towards realizing equality between the sexes in education and the factors that facilitate or hinder progress in this regard. The report examines students in the formal education system of schools and colleges and reviews research findings on factors contributing to sex inequalities in education. The book is organized into two parts. Part 1 is titled "The Nature of Sex Differences in Learning and Education" and has three chapters. Chapter 1, "The Female Experience of Schools and Colleges: A Descriptive Overview," describes the strides made in higher levels of female enrollments and the inequalities that remain; chapter 2, "Sex Differences in Early Socialization and Upbringing and Their Consequences for Educational Choices and Outcomes," discusses traditional sex roles, how different socialization agents reinforce each other, and different ways in which schools and teachers contribute to this process; and chapter 3, "The Development of Sex Stereotyped Attitudes Among Boys and Girls: Different Models of Their Origins and Their Educational Implications," examines three models of the origins and development of sex differences in attitudes and educational attainment. Chapters 1 and 3 include extensive bibliographies. Part 2 of the report provides statistical evidence in the form of tables. (KWL)

ED 251 573 UD 023 966

Expanding Options. Facilitator's Guide-Secondary Teacher Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—421p.; For related documents, see UD 023 961-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($18.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Assertiveness, *Behavior Change, *Change Strategies, *Educational Change, Equal Education, Learning Activities, Resource Materials, Secondary Education, *Secondary School Teachers, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Workshops, Teaching Guides

This guide provides procedures and supporting materials for a sex equity workshop targeted at secondary school teachers. The workshop is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for six sessions, plus an optional seventh session. Sessions 1 and 2 are organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Sessions 3 and 4 focus on the results of sex discrimination and some remedies in education. Sessions 5 and 6 investigate the school environment (what is) and planning for change (what should be). The optional seventh session deals with assertiveness training, which is intended to lead to the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings and worksheets), and transparency masters. (Author/KH)

BEST COPY AVAILABLE

ED 251 572 UD 023 965
Expanding Options. Facilitator's Guide–Counselor Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—359p.; For related documents, see UD 023 961-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($16.75 including Coordinator's Guide; Entire set of 8 guides ($109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Assertiveness, *Behavior Change, *Change Strategies, *Educational Change, Elementary Secondary Education, Equal Education, Learning Activities, Resource Materials, *School Counselors, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Teaching Guides, Workshops
This guide provides procedures and supporting materials for a sex equity workshop, targeted at school counselors, that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for four sessions, plus an optional fifth session. Sessions 1 and 2 are organized to increase awareness and expand knowledge of sexism and sex-role stereotyping, and to create a common vocabulary. Sessions 3 and 4 focus on Title IX and its impact for counselors. They include activities and material for evaluation and for improving sex equity in counseling and guidance programs. The optional session applies assertiveness training skills to sex equity problems, and is intended to be useful in the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (Author/KH)

ED 251 569 UD 023 962
Expanding Options. Facilitator's Guide–Parent Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—441p.; For related documents, see UD 023 961-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($19.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, *Change Strategies, *Educational Change, Elementary Education, *Equal Education, Learning Activities, Parent Workshops, Resource Materials, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Teaching Guides
This guide presents procedures and supporting materials for conducting a training workshop on sex equity. Targeted at parents of elementary students, the workshop is intended to provide its participants with the background awareness and knowledge required to promote sex equity in their children's schools. The guide describes the content, process, and sequential learning experiences for six sessions. Sessions 1, 2, and 3 are organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Session 4 deals with Title IX, and examines what noncxist education might be. Session 5 focuses on developing assertiveness skills to be utilized during session 6, which deals with planning for change. In addition to describing session-by-session goals and procedures, this guide contains mini-lectures, activity guides, handout materials (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 571 UD 023 964
Expanding Options. Coordinator's Guide.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—47p.; For related documents, see UD 023 961-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160; Complimentary with each guide or set.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Change, Change Strategies, *Educational Change, Elementary Secondary Education, *Equal Education, Program Guides, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, *Workshops
This guide provides an overview of the Expanding Options workshops, a comprehensive sex equity training package for all segments of the K-12 educational community. Addressed to program coordinators, this booklet serves as a companion to eight Facilitator's Guides, each of which details workshops for a different section of the intended audience. The coordinator's guide briefly explains the contents of the facilitator's guides, and gives a history of the origins and development of Expanding Options which is intended: (1) to impart specific knowledge about sex equity in a number of areas; (2) to change behavior in such a way as to open more equal alternatives for both sexes in their personal and working lives; and (3) to bring attitudes about the appropriate nature of men and women into closer harmony. The guide describes instruments used throughout the program and gives advice on implementing the workshops. It then outlines a typical workshop session and enumerates the responsibilities of coordinators and facilitators. A bibliography of necessary instructional materials follows, and the final item in the booklet is a reproducibles calculation chart, a format for determining which readings, worksheets, transparencies, assessment instruments, and activity cards will need to be reproduced. (KH)

ED 251 568 UD 023 961
Expanding Options. Facilitator's Guide–Student Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—223p.; For related documents, see 023 962-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.25 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Change, Equal Education, Learning Activities, Resource Materials, Secondary Education, *Secondary School Students, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Teaching Guides, Workshops
This guide provides procedures and supporting materials for conducting a training workshop on sex equity which is intended to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. Divided into nine sessions, the workshop is targeted at students in junior and senior high school. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping, and to help students identify specific examples while developing a shared vocabulary. The next five sessions emphasize increased student knowledge about issues of sex equity (the legal aspects, the limiting effects of sex-role expectations, socialization agents, women and men in the labor force, and language and sexism). The final two sessions are designed so that teacher and students can clarify and share ideas and opinions about sex equity. In addition to describing session-by-session procedures, this guide also includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 570 UD 023 963
Expanding Options. Facilitator's Guide–Administrator Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—126p.; For related documents, see UD 023 961-969.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($9.00 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrators, *Behavior Change, *Change Strategies, *Educational Change, Elementary Secondary Education, Equal Education, Learning Activities, Management Development, Resource Materials, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Teaching Guides, Workshops
This guide provides procedures and supporting materials for a training workshop on sex equity targeted at local school administrators. The workshop is intended to promote administrator readiness to support sex equity, and to increase administrator commitment and skills to implement the spirit as well as the letter of Title IX and similar legislation. The guide describes the content, process, and sequential learning experiences for two sessions. Session 1 is organized to increase awareness of sex-role stereotyping and discrimination and to provide a common vocabulary. Session 2 focuses on linguistic bias, Title IX, and practical action strategies for achieving sex equity. In addition to describing session-by-session goals and procedures, the guide contains mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 247 849 HE 017 533
Simonson, Joy R. Mercer, Jeffrey A.
Catching Up: A Review of the Women's Educational Equity Act Program.
Citizens Council on Women's Education, Washington, DC.; National Coalition for Women and Girls in Education.
Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date—Feb 84
Note—53p.; A project of the National Coalition for Women and Girls in Education.
Available from—Citizens Council on Women's Education, 2401 Virginia Avenue, N.W., Washington, DC 20037 ($3.00).
Pub Type— Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advisory Committees, Affirmative Action, Curriculum Development, Disabilities, Educational Equity (Finance), Educational History, Elementary Secondary Education, *Equal Education, *Federal Aid, Federal Legislation, *Federal Programs, *Females, Higher Education, Legislation, Mathematics Instruction, Program Descriptions, Reentry Students, Science Instruction, *Sex Stereotypes, *Womens Education
Identifiers—Case Histories, *Womens Educational Equity Act
Case histories of Women's Educational Equity Act (WEEA) projects are presented, along with information on WEEA's mandate, operation, and new directions. The WEEA projects support the development of curricula and training materials for the education of females at pre-elementary to postsecondary schools, along with efforts of private sector and community groups. The project descriptions cover: math and science, sex-role stereotyping in the curricula, infusing equity in educational institutions, Title IX implementation, inequitable and stereotyped teaching, disabled women and girls, reentry women, and demonstrations of educational equity in diverse school districts. The major steps for selecting grantees for funding are identified, along with the priority areas for making funding decisions. Historical highlights since the passage of the Women's Educational Equity Act (P.L. 95-561) in 1974 are also outlined. An overview of the role and activities of the National Advisory Council on Women's Educational Programs is included. Finally, nine future directions for the program are proposed. Appended materials include the text of P.L. 95-561, and data on characteristics of WEEA projects, including users, educational level, subject/focus, and product or program. (SW)

ED 243 802 SO 015 664

Fonaroma, Elizabeth, Ed. Ayer, M. Jane, Ed.

Women and Education. Equity or Equality?

National Society for the Study of Education, Chicago, Ill.

Report No.—ISBN-0-8211-0507-8

Pub Date—84

Note—266p.

Available from—McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 ($21.75; $19.50 in quantities of 10 or more copies).

Pub Type— Collected Works - General (020) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Academically Gifted, Career Development, Curriculum Development, Curriculum Problems, Educational Administration, Educational Objectives, *Educational Policy, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, Feminism, Futures (of Society), Higher Education, Mathematics Achievement, Mathematics Instruction, Minority Groups, Models, Postsecondary Education, *Sex Bias, *Sex Differences, Sex Fairness, Sex Stereotypes, Social Science Research, *Womens Education, Womens Studies

Suitable for use in postsecondary courses in women's studies, curriculum theory, educational policy, or introductory educational administration, this book presents current scholarship on educational goals for women as well as the role and position of women in education. Twelve essays are presented in separate chapters. Chapter 1, an introduction to conceptual approaches, offers 4 theoretical models for considering the position of women in the educational process: pluralism, assimilation, deficit (the assumption that deficits in cognitive areas are sex-related), and social justice. Chapter 2 contains a brief re-examination of the history of American education from a feminist perspective. Chapter 3 compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals. The impact of biological factors on males' and females' differential achievement of educational goals is discussed in chapter 4. Chapter 5 explores the learning behaviors of elementary age girls and boys. Where and why sex-related differences exist in mathematics are discussed in chapter 6. Women's studies in the secondary school curriculum is examined in chapter 7. The application of career theories to the career development of adolescent and young women is the topic of chapter 8. Chapter 9 presents changing patterns and continuing inequities in the education of minority women while chapter 10 presents the continuing inequities facing women in higher education. The final two chapters outline a methodology for improving the discipline of women's studies and offer a definition and brief history of women's studies as a discipline. (LP)

ED 237 789 CE 037 800

Knight, James A. And Others

Factors Contributing to the Enrollment of Males in Program Areas Not Traditional for Their Sex at the Secondary Vocational Education Level in Ohio.

Pub Date—Dec 83

Note—21p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Attitude Change, Attitudes, Equal Education, Equal Opportunities (Jobs), High Schools, Job Placement, *Males, *Nontraditional Occupations, Program Effectiveness, School Holding Power, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, *Student Recruitment, *Vocational Education

Identifiers—*Ohio

This research was conducted to identify factors contributing to the enrollment of male high school students in Ohio in program areas nontraditional for their sex. Using the 1980 Executive Student Follow-up Report, 28 vocational education programs not traditional for males in Ohio (less than 20 percent male enrollment) were identified, and the top 20 programs according to number of males enrolled were found in 14 different schools. In 13 of these schools, interviews were conducted; through 17 interviews, 90 male students, 29 teachers, and 16 counselors were contacted. The males interviewed were enrolled in medical laboratory assistant, dental assisting, diversified health, cosmetology, bank teller, child care, home furnishings, and community and home programs. Most students indicated that they were happy with their program choices, suffered little discrimination, and had chosen the programs primarily for their quality or because nothing else was available. Teachers, counselors, and administrators interviewed were overwhelming proponents of sex equity, and most had attended training to learn to promote sex equity in their institutions. Role models and sex-fair instructional and orientation materials were found to be significant factors in the recruitment, retention, and placement of male students in nontraditional programs. Based on the data gathered in this study, 16 recommendations were made for recruiting and retaining male students in traditionally female vocational education programs. These recommendations include providing all students with information about all vocational programs, talking to students about job opportunities in traditionally female occupations, inviting parents of students to orientations to inform them about programs, developing promotional and instructional materials, showing males in nontraditional roles, taking students to job sites, and making sure the whole student recruitment process is sex fair. (KC)

ED 237 723 CE 037 729

Runicka, Pat

Working for Equity. Finding Equity Issues in the Schools.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Sep 83

Note—26p.; Prepared at the Center for Sex Equity, and developed for Model Program Site Cadres.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Educational Improvement, Educational Needs, *Educational Objectives, Educational Planning, *Educational Policy, *Educational Quality, *Educational Trends, *Equal Education, Females, Futures (of Society), Language Usage, Males, Policy Formation, School Role, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, Student Needs

This packet contains a presenter's outline and notes, an outline of major points, transparency masters, and the text of the presentation entitled "Finding Equity Issues in the Schools." The presentation is an introduction to educational equity and how it fits in with educational trends and thinking. The purpose of the presentation is to illustrate that (1) equity issues are integral components in several major educational themes and (2) excellence in education cannot be achieved unless equity issues in the school system are identified and satisfactorily resolved. The presentation, which is scheduled to take 15-30 minutes to complete, covers the following topics: what is equity, equity and educational thinking, emerging trends and equity issues, quality education and equity issues, effective schooling practices and equity issues, and achieving excellence in education. A list of references is included in the presentation. (KC)

ED 221 818 CG 016 256

Klein, Susan S. Dovito, Kathleen

What's Left of Federal Funding for Sex Equity in Education?

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—Jun 82

Note—47p.; For related document, see CG 016 257.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Equal Education, *Federal Aid, Federal Programs, *Financial Support, Postsecondary Education, Program Descriptions, *Public Agencies, *Sex Discrimination, Sex Fairness, Sex Stereotypes

This overview of funding available for women's equity from federal sources reflects the decreasing governmental support for equal education programs. Major attention is given to federal support of research and development activities, and suggestions are offered on general strategies for obtaining such funds related to sex equity in education. Some federal funding sources are described, including the Women's Education Equity Act Program, Title IV of the Civil Rights Act, Vocational Education Act Programs, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, the Office for Civil Rights, agencies within the Department of Health and Human Services, and ACTION, to name a few. These materials provide an agency overview, its relevance to sex equity, potential applicants, and publications and agency contacts. Programs both within and outside of the U.S. Department of Education are included. Public funding information sources are also listed with addresses and publications listings. (JAC)

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ED 237 669 CE 037 590

Vocational Education: Where Are the Minorities and Women?

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Mar 83

Note—51p.; A statement prepared by the Wisconsin Advisory Committee to the U.S. Commission on Civil Rights.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, American Indians, Apprenticeships, Bilingual Education, Career Choice, Educational Legislation, Educational Needs, *Educational Opportunities, Enrollment, Enrollment Trends, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Females, *Minority Groups, Needs Assessment, Racial Discrimination, Salary Wage Differentials, Sex Discrimination, Sex Fairness, Sex Stereotypes, *Vocational Education

Identifiers—*Milwaukee Area Technical College WI

The principal justification for the federal government's long-term and substantial support of vocational education programs is the need to provide opportunities for American workers, particularly those without marketable skills from lower income and minority families, to develop job-related skills. In recent decades, Congress has enacted several laws aimed at eliminating race and sex stereotyping in vocational education institutions. Based on an examination of the enrollment patterns at Milwaukee Area Technical College (MATC), it would appear that MATC perpetuates racial and sex stereotypes historically associated with vocational education in the United States, since females and minority group members studying there are concentrated in educational programs whose graduates earn salaries that are below the average salaries generally earned by MATC graduates. Therefore, MATC officials should reexamine their efforts to eliminate sex and racial stereotypes and to open up opportunities previously denied to students because of their sex or race. Particularly needed are negotiations with state officials and employers to develop an affirmative action plan that would expand opportunities for racial minority group members and women in apprenticeship training programs conducted at the school. Furthermore, MATC officials should develop a system to monitor their progress in eliminating bias in their program and should seek the funds necessary to support their American Indian and bilingual programs. (MN)

ED 229 533 CE 035 483

Byrne, Eileen M.

Technical and Vocational Education for Women--The Way Ahead.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED/80/CONF.401/3

Pub Date—12 May 80

Note—104p.; Prepared for the International Congress on the Situation of Women in Technical and Vocational Education (Bonn, Federal Republic of Germany, June 9-12, 1980). Some pages may not reproduce well.

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Context, Cultural Influences, Developed Nations, Developing Nations, *Educational Needs, Educational Trends, Elementary Secondary Education, *Employment Practices, Equal Education, Equal Opportunities (Jobs), Females, Futures (of Society), *Global Approach, Males, Policy Formation, Postsecondary Education, Sex Bias, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Stereotypes, Sociocultural Patterns, *Vocational Education, *Womens Education

In terms of women's activities outside the home, a steady trend of expansion has existed in both quantitative and qualitative respects over the last decade. Evidence justifies encouraging girls to pursue longer vocationally-oriented studies in a wider range of occupational areas, since evidence points to the possibility that from one-in-three to one-in-five girls sitting in today's classrooms throughout the world will either wish to, or have to, work in adulthood (whether married or single). The evidence does not justify using outdated concepts of innate psychological or physiological sex difference as a basis for continuing to designate sectors or specific employment or home tasks as "male" or "female." Hence, sex segregation of vocational preparation is equally unjustified. The questions raised for educators by this changing and constantly developing social and economic pattern affect not only the structure but the content of educational preparation of girls and boys for work, home, and civil life. Strong arguments exist for educators of each nation, in direct collaboration with their colleagues responsible for family law reform, social services, and welfare, to look at the educational preparation of their people for employment and for work of an unpaid nature that is, nonetheless, civically and economically important. The strong impression given by the collective educational, social, and economic evidence is that there is a mismatch of educational objectives and demands of the labor market that might be in danger of widening, not narrowing, the sex gap, if not corrected. (KC)

ED 268 050 SO 017 043

Keeping Sex Equity Issues "In The News." A Collection of Brief Articles for Reprints in School Newsletters and Bulletins.

Michigan State Board of Education, Lansing Office for Sex Equity in Education.

Pub Date—84

Note—26p.

Pub Type— Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Childhood Needs, Child Neglect, Child Rearing, Computer Science Education, Day Care, Educational Discrimination, Elementary Secondary Education, *Equal Education, Equal Facilities, Females, Feminism, Gifted, Males, Nontraditional Occupations, *Sex Fairness, *Sex Stereotypes, Womens Education

Identifiers—Title IX Education Amendments 1972

A collection of 16 brief articles are provided as possible reprints for newsletters and bulletins in school district working to achieve Title IX compliance and sex equity. Topics covered are: children's spare time, women in nontraditional jobs, changing work patterns, females and math, toys and toys, child care and working parents, tomboys, gifted females, boys as nurturing parents, latchkey children, household chores in nontraditional families, the men's movement, sex equity in computer education, computerphobia, and teacher expectations on achievement. Each article runs from one-half to one page in length. An evaluation form is included. (LP)

ED 298 837 HE 021 828

Sandler, Bernice R.

The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. [Final Report.]

Association of American Colleges, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Dec 86

Grant—G008541044

Note—112p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitude Change, Civil Rights, *College Environment, Employed Women, Employment Practices, Equal Education, Equal Opportunities (Jobs), *Females, Grants, Higher Education, Occupational Mobility, Promotion (Occupational), *Sex Discrimination, Sex Stereotypes, *Women Faculty, Womens Education

Identifiers—*FIPSE Project, Women Administrators

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges describes ways in which women faculty, administrators, and graduate students in higher education are often treated differently from men. Under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), PSEW investigated negative behaviors and attitudes toward women professionals and pre-professionals on campus in order to assist institutions create and adapt policies and programs to counteract these problems and provide strategies for change. The FIPSE-supported report, "The Campus Climate Revisited: Chilly For Women Faculty, Administrators, and Graduate Students," addresses such issues as stereotypes, collegiality, attractiveness, sexuality, sexual harassment, and devaluation. Approximately 100 recommendations are provided. As a result of this PSEW project, the existence of subtle discriminatory attitudes and behaviors affecting the hiring and advancement of women professionals in higher education is confirmed (but noted to be mostly unintentional and unnoticed by the majority of men and women involved). Ten appendices offer the following: a copy of "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students"; budget; "On Campus With Women"; advisory committee meeting agenda and list of participants; workshop agenda; cover letter and press release; promotional materials; extension of project request; sample letters and evaluation questionnaire responses; and selected press articles. (SM)

II. EQUAL EDUCATION & SEX BIAS

EJ 437 494 EA 526 126
The Road Less Traveled by Girls. Holmes, Natalie Carter *School Administrator;* v48 n10 p11,14,16-20 Dec 1991
Descriptors: *Sex Bias; *Mathematics; *Engineering; *Computer Science; *Equal Education; Administrator Responsibility; Elementary Secondary Education; Scores

Recent surveys show significant gaps between men's and women's performance on NAEP and SAT math sections and little change in career choices along gender lines. Sex equity advocates believe that subtle practices in school classrooms are denying girls the opportunity to reach their full potential. This article offers advice on addressing gender equity issues. Resources are listed. (MLH)

EJ 423 867 SP 520 266
Sexism and Curricular 'Choice.' Gillborn, David *Cambridge Journal of Education;* v20 n2 p161-74 1990
Descriptors: Secondary Education; Foreign Countries; Secondary School Teachers; *Teacher Role; Secondary School Students; *Sex Bias; *Sex Stereotypes; *Sex Role; Males; Females; Equal Education; Access to Education; Educational Discrimination; *School Responsibility; Case Studies; *Course Selection (Students)
Identifiers: England; Wales

Examines sexism and curricular patterns in Britain's educational system, describing one coeducational secondary school. Option choice, school negotiation processes, and teacher role in reinforcing gender stereotypes are discussed. Results indicate that option patterns and student assumptions lead to choices reflecting traditional, stereotypical gender roles. (SM)

EJ 419 192 SO 521 506
Women and Literacy: A Quest for Justice. Ramdas, Lalita *Prospects;* v19 n4 p519-30 1989 (Reprint: UMI)
Descriptors: *Equal Education; *Access to Education; *Justice; *Feminism; Womens Studies; Illiteracy; *Females; *Literacy; Attitudes; Case Studies; Student Needs; Political Influences; Consciousness Raising; Cross Cultural Studies; Adult Basic Education; Sex Bias; Developing Nations; Developed Nations; Cultural Context
Identifiers: *Empowerment; Literacy Campaigns

Links literacy for women with justice and empowerment. Cites that 70 percent of illiterates are female. Stresses that this statistic reflects the strength of patriarchal attitudes and male-dominated literacy campaigns. Presents three case studies to show cultural differences in women's literacy issues. Suggests strategies for achieving justice through literacy and the implications of their implementation. (CH)

EJ 409 889 CG 537 508
Counselor-Teacher Interface: Promoting Nonsexist Education and Career Development. McCormick, Theresa E. *Journal of Multicultural Counseling and Development;* v18 n1 p2-10 Jan 1990 (Reprint: UMI)
Descriptors: *Equal Education; *Sex Fairness; *Career Counseling; *Career Development; Sex Bias; Counselor Role; Teacher Role; Achievement; Sex Stereotypes; Sex Role; Socialization; Counseling Techniques; Teacher Student Relationship; Counselor Client Relationship; Leadership Styles; Self Esteem; Computer Literacy; Elementary Secondary Education

Focuses on equity issues pertaining to women, their career development, and interface between counselors and teachers in addressing these issues. Points out the inconsistency between the ideal of equity and actual practice based on differences between male and female achievement. Offers suggestions to teachers and counselors for initiating and maintaining nonsexist education and career development for all students. (PVV)

EJ 430 267 IR 523 260
The Computer Gender Gap: Children's Attitudes, Performance and Socialization. Nelson, Carole S.; Watson, J. Allen *Journal of Educational Technology Systems;* v19 n4 p345-53 1990-91
Descriptors: Academic Achievement; *Computer Assisted Instruction; Courseware; Educational Technology; Elementary Secondary Education; *Equal Education; Family Influence; Futures (of Society); Literature Reviews; Mathematics Anxiety; Sex Bias; *Sex Differences; Student Attitudes; Teacher Influence
Identifiers: *Computer Equity

Discusses a review of research studies on gender differences in computer-based education that revealed significant discrepancies between equality of access and performance outcomes for female and male users. Highlights include the proposed future of education and technology; math anxiety; influence of family; gender bias in software; and influence of teachers. (34 references) (LRW)

EJ 423 840 SP 520 239
Gender Equity for a New Generation: Teacher Educators Can Make a Difference. Rose, Toby; Dunne, Faith *Contemporary Education;* v61 n1 p29-31 Fall 1989 (Reprint: UMI)
Descriptors: *Preservice Teacher Education; Teacher Education Curriculum; *Sex Bias; *Sex Fairness; Teacher Educators; Feminism; Methods Courses; Student Development; *Classroom Communication; *Teaching Methods; *Equal Education; Teacher Role; Higher Education; Elementary Secondary Education

Presents recommendations for teacher educators to prepare students to deal with sex bias in the schools (e.g., teacher educators must model what they teach, prospective teachers must study classroom dynamics to eliminate bias in classroom communication, and methods courses must incorporate research on how bias affects teaching methods). (SM)

EJ 416 626 EC 231 954
Gifted Adolescent Females' Attitudes toward Gender Equality in Educational and Intergender Relationships. Bakken, Linda; And Others *Roeper Review;* v12 n4 p261-64 Jun 1990 (Reprint: UMI)
Descriptors: *Gifted; Secondary Education; *Females; *Student Attitudes; Feminism; Employment Opportunities; Social Attitudes; *Equal Education; *Equal Opportunities (Jobs); Sex Discrimination; *Sex Bias; Surveys; Adolescents; Sex Differences; Sex Role

Gifted adolescent females (N=122) in a seminar on careers and intellectual opportunities for women were surveyed for attitudes toward gender equality. Although 75 percent of the sample strongly agreed that women should expect equality in professional and academic domains, belief in equality in dating, marriage, and etiquette was far more variable. (Author/PB)

EJ 405 562 HE 526 549
Students on Campus: Sex, Race, and Diversity Tapes. Bernstein, Alison *Change;* v22 n2 p18-23 Mar-Apr 1990 (Reprint: UMI)
Descriptors: Higher Education; *College Students; Sex Bias; Feminism; Womens Education; Females; *Equal Education; Single Sex Colleges; Trustees; Open Enrollment; *Access to Education; *Cultural Pluralism; *Role of Education; Racial Relations; Minority Groups
Identifiers: Columbia University NY; Vassar College NY; City University of New York Coll of Staten Island; Fund for Improvement of Postsecondary Education; *Civil Rights Movement

A program officer at the Ford Foundation traces her experiences as student and 'young trustee' at Vassar, graduate student at Columbia University during the early '70s, and teacher at Staten Island Community College. The challenge of diversity that she encountered in the '70s is seen as still prevalent today. (MLW)

EJ 427 931 UD 515 8
School for Scandal: Different Educational Experiences for Females and Males. LaFrance, Marianne *Gender and Education;* v3 n1 p3-13 1991
Descriptors: Body Language; Cues; *Elementary Secondary Education; Equal Education; *Expectation; Sex Differences; *Sex Bias; *Teacher Attitudes; Teachers; Verbal Communication

Drawing on the empirical literature on classroom interaction and nonverbal communication, attempts to show that latent sex discrimination in schools continues. Finds that teachers expect and encourage more participation from boys. Girls are more often interrupted and are expected to be better listeners. (DM)

EJ 422 281 UD 515 668
Equal Opportunities: Rhetoric or Action. Lees, Sue; Scott, Maria *Gender and Education;* v2 n3 p333-43 1990
Descriptors: *College Administration; Educational Legislation; Equal Education; Equal Opportunities (Jobs); *Feminism; Foreign Countries; *Higher Education; *Sex Bias; *Womens Education
Identifiers: *Great Britain
Note: Theme issue with the title 'Equal Opportunities in Practice.'

Evaluates the effect of equal opportunity legislation on women's role in British higher education. Finds some progress in curricular change but many obstacles to women's participation in administration. Proposes a transformational model that would democratize institutions. (DM)

EJ 415 798 SO 521 288
Formal Equality and Discrete Discrimination. Kauermann-Walter, Jacqueline; And Others *Western European Education;* v22 n1 p66-79 Spr 1990 (Reprint: UMI)
Descriptors: Feminism; *Sex Bias; Higher Education; *Socialization; *Educational Research; Social Values; Elementary Secondary Education; Foreign Countries; Sex Discrimination; *Equal Education; Womens Studies; *Females; *Coeducation
Identifiers: *West Germany

Describes results from 1985 interviews, asking college women how the type of school, coeducational or women's, influenced their choice of study or occupation in the hard sciences or engineering. Argues coeducational schools reinforce discrimination against and disadvantage females. Commends feminists' demands for greater sensitivity in detecting sex-discriminating structure and forms of interaction. (NL)

EJ 403 649 CS 739 304
Confronting Sex Stereotypes in the Classroom (ERIC/RCS). Morgan, Mary *Journal of Reading;* v33 n4 p306-07 Jan 1990 (Reprint: UMI)
Descriptors: Secondary Education; *Sex Stereotypes; *Sex Bias; Sex Role; *Language Usage; Equal Education; Nondiscriminatory Education; *Educational Resources; Teaching Methods

Describes several curriculum resources that focus on eliminating sex stereotypes through nonsexist teaching strategies, activities, and material selection for middle and high school language arts, reading and English classrooms. (RS)

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EJ 403 346 UD 514 879
The New School Governing Bodies—Are Gender and Race on the Agenda? Deem, Rosemary *Gender and Education;* v1 n3 p247-60 1989
Descriptors: *Board of Education Role; Educational Policy; Educational Sociology; Elementary Secondary Education; *Equal Education; Foreign Countries; *Governing Boards; *Politics of Education; Qualitative Research; Racial Bias; *School District Autonomy; *School Districts; Sex Bias
Identifiers: *England
Note: Special issue with the title, 'Race, Gender and Education.'

Explores some early findings from a sociological study of school governing bodies in two English local educational authorities (LEAs). Examines the extent to which sexism and racism arise during, and are reproduced by, school governing body meetings, and studies sex and race dynamics in the power relations of governing schools. (Author/AF)

EJ 385 761 IR 519 376
Assessing Gender Bias in Computer Software. Rosenthal, Nina Ribak; Demetrulias, Diana Mayer *Computers in the Schools;* v5 n1-2 p153-63 1988
Descriptors: *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Equal Education; Evaluation Methods; Higher Education; Hypothesis Testing; *Inservice Teacher Education; Microcomputers; *Sex Bias; *Preservice Teacher Education
Identifiers: Chi Square Analysis; *Courseware Evaluation

Discusses gender bias in educational software programs and describes two studies that explored the ability of preservice and inservice teachers to detect bias in software programs. Evaluation instruments used to measure gender bias are described, and the need for instruction in equity issues is discussed. (23 references) (LRW)

EJ 364 516 CE 518 658
The Emergence of a Nonracist Approach to Sex Equity. Smith, Nancy *Educational Considerations;* v15 n1 p13-14 Win 1988
Descriptors: *Equal Education; Teacher Education; *Sex Fairness; *Racial Bias; Models; *Sex Bias
Note: Available from College of Education, Kansas State University, Manhattan, KS 66506.

The author reviews the literature on sex equity, especially as it pertains to education. She demonstrates that a non-racist approach to sex equity has emerged, but is not in universal use. (CH)

EJ 350 210 UD 512 714
Sexism in the Classroom. Huntington, Robin *Equity and Excellence;* v22 n4-6 p100-04 Sum 1986 (Reprint: UMI)
Descriptors: College Faculty; *College Instruction; *College Students; *Equal Education; *Sex Bias; *Teacher Attitudes; *Womens Education

Among university students, the greatest relative disadvantage for women occurred in small classes taught by men. Women offered more lengthy contributions than men in small classes taught by women. Generally, women's contributions were more likely to receive negative feedback than men's. (LHW)

EJ 303 601 SP 514 158
Effects of an Intervention on Middle School Pupils' Decision Making, Achievement, and Sex Role Flexibility. Scott, Kathryn P. *Journal of Educational Research;* v77 n6 p369-75 Jul-Aug 1984
Descriptors: *Equal Education; Sex Bias; *Sex Role; *Academic Achievement; Secondary Education; *Intervention; *Decision Making; Sex Differences

Pupil decision making, achievement, and sex role flexibility were examined in a study of middle school students. The year-long experiment measured the effects of curricular intervention on these personality traits. Results are discussed. (Author/DF)

EJ 403 344 UD 514 877
Effective Permeation of Race and Gender Issues in Teacher Education Courses. Shah, Sneh *Gender and Education;* v1 n3 p221-36 1989
Descriptors: Core Curriculum; *Cultural Pluralism; *Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Bias; Foreign Countries; *Instructional Effectiveness; *Multicultural Education; Racial Bias; Sex Bias; Sex Role; *Teacher Education
Identifiers: *United Kingdom
Note: Special issue with the title, 'Race, Gender and Education.'

Examines the current debate about 'permeation' of race, gender, and culture issues in teacher education in the United Kingdom. Explores the comprehensiveness of any strategy for effective permeation in teacher education, ranging from the nature of academic and professional elements to institutional backup to ensure more than a tokenistic approach. (Author/AF)

EJ 381 153 TM 514 099
The Role of Public Policy in the Education of Girls and Women. Klein, Susan S. *Educational Evaluation and Policy Analysis;* v9 n3 p219-30 Fall 1987 (Reprint: UMI)
Descriptors: *Public Policy; *Educational Policy; *Females; *Sex Discrimination; Sex Fairness; Sex Bias; Sex Differences; Elementary Secondary Education; Equal Education; *Womens Education; Higher Education
Identifiers: *Policy Implications; Educational Dissemination

A conceptual framework illustrates how different public policies have intended or unintended positive, mixed, or negative effects on the education of girls and women. Public policies emphasizing sex equity, sex differential, and general education goals are discussed. Recommendations are included to help ensure that educational policies help females. (SLD)

EJ 361 960 UD 513 28(
Achieving Sex Equity in Education: A Comparison of Pre- and Post-Secondary Levels. Klein, Susan S.; Bogart, Karen *Equity and Excellence;* v23 n1 2 p114-22 Spr 1987 (Reprint: UMI)
Descriptors: *Equal Education; *Equal Opportunities (Jobs); Elementary Secondary Education; *Females; Higher Education; *Sex Bias; *Sex Stereotypes; *Single Sex Schools
Identifiers: Sex Equity in Educational Leadership
Note: Special issue on Ethnic and Ability Grouping.

Describes how sex inequities found at the elementary and secondary levels resemble or differ from those at the post-secondary level. Identifies strategies to promote equity that can be used at each level. (PS)

EJ 334 250 EA 519 881
A Gender at Risk. Shakeshaft, Charol *Phi Delta Kappan;* v67 n7 p499-503 Mar 1986 (Reprint: UMI)
Descriptors: Elementary Secondary Education; *Educational Change; Educational Research; *Sex Bias; *Females; *Sex Discrimination; *Equal Education; Sex Stereotypes; Administrators; Students; Teachers

Argues for the educational reform movement to include equity as an equal and serious component in the excellence movement. Describes the prevailing atmosphere of schools and school research and shows its male preference. Outlines the ways females as students, teachers, and administrators, are a gender at risk in American schools today. Includes 12 references. (MD)

EJ 300 762 SP 514 (
Sexism and Sex Discrimination in Educatio O'Reilly, Patricia; Borman, Kathryn *Theory Practice;* v23 n2 p110-16 Spr 1984 (Reprint: UM
Descriptors: Sex Bias; *Sex Discrimination; *Employment Patterns; *School Organization; Equal Education; *Equal Opportunities (Jobs); Higher Education; Education Majors; *Teachin (Occupation)

The passage of Title IX has had only minimal success altering school structures. Sex bias in texts and curric and sexist hiring, promotion, and tenure practices are common in the education field. This article explores h educational institutions reinforce sexist attitudes. (DF

EJ 394 446 SP 518 722
Gender Issues in Teacher Education. Jones, M. Gail *Journal of Teacher Education;* v40 n1 p33-38 Jan-Feb 1989 (Reprint: UMI)
Descriptors: Elementary Secondary Education; *Teacher Behavior; Classroom Observation Techniques; Equal Education; Analysis of Variance; Teaching Experience; *Science Teachers; *Teacher Expectations of Students; Preservice Teacher Education; *Sex Bias; *Teacher Student Relationship; Beginning Teachers
Identifiers: Brophy Good Dyadic Interaction Coding System

Findings from a study, based on observation of dyadic teacher-student interaction in high school science classes, indicate that teachers of all levels of experience tend to interact more with male students than female students, and both newly prepared and experienced teachers lack the skills needed to alter their gender-biased behaviors. (IAH)

EJ 372 550 RC 506 623
Sex Differences in Education: An Overview. Sutherland, Margaret B. *Comparative Education;* v23 n1 p5-9 1987
Descriptors: *Access to Education; Comparative Education; Differences; *Equal Education; *Educational Opportunities; Females; Males; Sex Stereotypes; *Sex Differences; *Sex Bias; Sex Role; Sociocultural Patterns; Womens Education; Elementary Secondary Education; Higher Education
Note: Theme issue with title 'Sex Differences in Education.'

Discusses three areas in which prevailing attitudes seem to work against equal opportunities for women: (1) attitudes underlying female choices of certain subjects and occupations; (2) attitudes of society and employers toward women workers; and (3) attitudes which attribute child-care and domestic tasks almost exclusively to females. (JHZ)

EJ 352 306 EA 521 190
The Redefinition of Equality of Opportunity. Taylor, Hazel *Educational Management and Administration;* v15 n1 p13-18 Spr 1987 (Reprint: UMI)
Descriptors: *Equal Education; *Disadvantaged; *Educational Policy; *Working Class; Elementary Secondary Education; Foreign Countries; Sex Bias; Racial Bias; Social Class
Identifiers: *Great Britain

The most central issue facing educational managers is the redefinition of equal opportunity based on disadvantaged groups' own perceptions of their needs and their analysis of why existing measures have failed. Late twentieth century policies must provide for power sharing at all levels among all groups. Consultation and broader recruitment strategies should help. (MLH)

EJ 324 621 SP 515 231
Gender Freedom and the Subtleties of Sexist Education. Houston, Barbara *Educational Theory;* v35 n4 p359-69 Fall 1985 (Reprint: UMI)
Descriptors: *Sex Bias; *Equal Education; *Educational Objectives; Sociocultural Patterns; Teacher Role; Elementary Secondary Education

The author addresses the problem of moving from gender-biased education in a sexist culture to an unbiased education, through adoption of a gender-sensitive perspective, which encourages a critical and constant review of the meaning and evaluation attached to gender. This offers greater hope than does a gender-free strategy. (MT)

EJ 294 011 SO 512 297
The Relative Roles of Academic, Ascribed, and Socioeconomic Characteristics in College Destinations. Hearn, James C. *Sociology of Education;* v57 n1 p22-30 Jan 1984 (Reprint: UMI)
Descriptors: *Academic Aptitude; *College Choice; *Equal Education; *Socioeconomic Status, Academic Aspiration; College Freshmen; College Bound Students; College Preparation; Educational Research; Educational Sociology; Ethnic Bias, Racial Bias; Higher Education; Racial Discrimination; Sex Bias; Social Class; Social Differences; Social Status

Though educationally relevant factors are the most important in explaining college destinations, socioeconomic factors still play a big role. Influence of the ascriptive factors of race, ethnicity, and sex are more mixed in their effect. The academic and socioeconomic "rich" become richer, while the academic and socioeconomic "poor" become poorer. (Author/CS)

BEST COPY AVAILABLE

ED 340 659 SO 022 116

How Schools Shortchange Girls: Action Guide. Strategies for Improving Gender Equity in Schools.

American Association of Univ. Women Educational Foundation, Washington, D.C.

Report No.—ISBN-1-879922-02-9

Pub Date—92

Note—11p.; For related documents, see ED 339 674 ("How Schools Shortchange Girls") and SO 022 114-115.

Available from—American Association of University Women Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 ($8.95; $6.95, members).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, *Community Action, Community Leaders, *Educational Change, *Educational Discrimination, Educational Objectives, Educational Opportunities, Educational Policy, Educational Research, Educational Resources, Elementary Secondary Education, *Equal Education, *Females, Males, Mathematics Education, Occupational Aspiration, Public Schools, Role of Education, Science Education, *Self Esteem, *Sex Bias, Sex Discrimination, Student Attitudes, Student Needs

The American Association of University Women (AAUW) report, "How Schools Shortchange Girls," presents compelling evidence that girls are not receiving the same quality or even quantity of education as boys. The AAUW report is a synthesis of all the available research on the subject of girls in schools. It presents the rationale for a new and enlightened education policy to ensure that all children in the United States receive the very best schooling possible. Built around the recommendations from the AAUW report, this action guide provides community leaders with strategies for developing solutions to end gender bias in the classroom. Several propositions that address aspects of gender equity in schools are put forth, and with each a number of action strategies for achieving the proposition are suggested along with a listing of AAUW and additional resources. A complete list of AAUW and additional resources also is included. (DB)

ED 340 658 SO 022 115

Shortchanging Girls, Shortchanging America: A Call to Action. AAUW Initiative for Educational Equity.

American Association of Univ. Women, Washington, D.C.

Report No.—ISBN-1-879922-00-2

Pub Date—92

Note—42p.; For related documents, see ED 339 674 and SO 022 114-116.

Available from—American Association of University Women Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 ($14.95; members, $12.95).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, *Educational Change, *Educational Discrimination, Educational Objectives, Educational Opportunities, Educational Policy, Educational Research, Elementary Secondary Education, Equal Education, *Females, Males, Mathematics Education, Occupational Aspiration, Public Schools, Role of Education, Science Education, *Self Esteem, *Sex Bias, Sex Discrimination, Social Science Research, Student Attitudes, Student Needs

Concerned that most of the education reform debate of the 1980s has ignored the needs of girls, the American Association of University Women (AAUW) has launched its Initiative for Educational Equity. The first steps in this initiative were twofold. First, a survey of 3,000 fourth through tenth grade students, girls and boys from across the country, was carried out. This survey examined the impact of gender on self-esteem levels, career aspirations, educational experiences, and math-science interests. Second, a roundtable was held January 9, 1991, with leaders from education, business, government, and the media at which the findings of the AAUW survey were presented and discussed. At the roundtable, these leaders expressed their concern with the problem of gender bias in the schools and their commitment to working toward providing better educational opportunities for girls and young women. This document summarizes the findings of the AAUW survey and highlights comments by some of the roundtable participants. The research pointed out that as girls grow, they lose confidence in their abilities, expect less from life, and lose interest in challenging courses of study and rewarding careers, particularly pursuits involving mathematics and science. Schools play a critical role in limiting girls' aspirations, through various forms of gender bias, including a lower quality and quantity of classroom attention. Girls' declining self-esteem is a social problem the schools can and must play a role in solving. It is crucial that girls receive the education, support, and challenges they need to become part of the highly skilled workforce the United States needs; to reach their full potential as citizens in a democratic society; and to grow up to be parents who will challenge and nurture their own children. The pressing need for a workforce unequaled in the world combined with the continuing debate over school reform provides a unique window of opportunity for improving education for girls. A list of the roundtable's participants and the agenda are included as appendices. (DB)

ED 340 657 SO 022 114

Shortchanging Girls, Shortchanging America. A Nationwide Poll To Assess Self Esteem, Educational Experiences, Interest in Math and Science, and Career Aspirations of Girls and Boys Ages 9-15.

American Association of Univ. Women, Washington, D.C.

Pub Date—Jan 91

Note—39p.; For related documents, see ED 339 674 and SO 022 115-116.

Available from—American Association of University Women Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 ($5.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, Educational Change, *Educational Discrimination, Educational Objectives, Educational Opportunities, Educational Research, Elementary Secondary Education, *Equal Education, *Females, Graphs, Males, Mathematics Education, *Occupational Aspiration, Public Schools, Role of Education, Science Education, *Self Esteem, *Sex Bias, Sex Discrimination, Social Science Research, Student Attitudes, Student Needs

The American Association of University Women (AAUW) sponsored a national survey research project that polled school aged children to study the interaction of self-esteem and education and career aspirations in adolescent girls and boys in today's society. Three thousand children between grades 4 and 10, in 12 locations nationwide, were surveyed. The survey examined the differences in attitudes between girls' and boys' perceptions of themselves and their futures, measured the changes in attitudes as adolescents grow older, and identified critical processes at work in forming adolescents' attitudes of self-esteem and identity. In addition, the survey looked at the development of adolescents' aspirations--their career choices and expectations, their perceptions of gender roles, and the part that educational setting plays. Finally, the survey examined the relationship of mathematics and science skills to self-esteem and career goals of boys and girls. Among the key findings of the survey was that as girls and boys grow older, both experience a significant loss of self-esteem in a variety of areas; however, the loss is most dramatic and has the most long-lasting effect for girls. A number of graphs depicting the findings of the survey are included. (DB)

ED 339 674 SO 022 015

How Schools Shortchange Girls. A Study of Major Findings on Girls and Education. The AAUW Report.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—American Association of Univ. Women Educational Foundation, Washington, D.C.

Report No.—ISBN-0-8106-2501-6

Pub Date—92

Note—124p.

Available from—AAUW Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 ($16.95 nonmember; $14.95, member; bulk pricing available for three or more copies).

Pub Type— Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Educational Objectives, *Educational Policy, *Educational Research, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Females, Public Policy, Public Schools, *Sex Bias, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Social Science Research, Student Participation, Test Bias, Testing, *Womens Education

The educational experience of girls has been largely ignored in the current education debate in the United States. This absence does not mean that boys and girls have identical educational experiences in school. This report challenges the common assumption that girls and boys are treated equally in U.S. public schools by providing a synthesis of all available research on the subject of girls in school. The volume indicates that girls are not receiving the same quality, or even quantity, of education as boys. Divided into five parts, Part 1 of this report, an introduction, discusses the rationale for the study, points out the absence of topics related to females in the current educational debate, and offers an overview of the development of gender roles. Part 2 reviews data on the achievement and participation of females in public school programs from preschool through the senior year of high school, with attention given these topics: race, sex, socioeconomic status, and academic, teen pregnancy and motherhood; vocational education; and dropping out of school. Part 3 looks at sex and gender bias in testing. Part 4 focuses on the school curriculum from three perspectives: the Formal Curriculum, or the content of curricular materials, the Classroom As Curriculum, measuring the ways in which the materials are taught; and the Evaded Curriculum, the things that are not taught in the nation's schools. Part 5 contains 40 recommendations to improve education for both girls and boys. Two appendices and reference lists include: (1) 35 educational reform reports, 22 educational reform reports, and the national educational goals; and (2) the condition of indicators on gender equity, and available indicators for monitoring gender equity in education. A list of contributors to the report also is included. (DB)

ED 331 944 UD 028 064

Graysol, Delores A. Martin, Mary Dahlberg

Gender/Ethnic Expectations and Student Achievement (GESA). Teacher Handbook.

Spons Agency—Los Angeles County Office of Education, Downey, CA.; Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—90

Note—188p.

Available from—Graymill Publications, 2029 352nd Place, Earlham, IA 50072 ($20.00).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Secondary Education, *Equal Education, Ethnic Bias, Inservice Teacher Education, Racial Bias, Sex Bias, *Teacher Attitudes, *Teacher Expectations of Students, *Teacher Student Relationship, Workshops

This workbook is intended for teachers participating in the Gender/Ethnic Expectations and Student Achievement (GESA) program. GESA is based on the premise that teachers need to confront gender, race, and ethnic bias in their interactions with students in order to ensure quality and excellence on an equitable basis. Participants attend a series of five three-hour workshops in which they review curriculum materials that address equity issues and examine the impact of their own behavior on classroom disparity in the following areas: (1) instructional contact; (2) grouping and organization; (3) classroom management; (4) enhancing self-esteem; and (5) evaluation of student performance. Participants also take turns observing each other in the classroom. The following materials are appended: (1) a 264-item bibliography; (2) a program description; (3) a matrix illustrating areas of disparity, interactions, and curriculum issues; (4) a level-by-level approach to achieving excellence through equity; (5) a discussion of the forms of bias in the curriculum and the classroom; (6) two checklists and four reporting forms; (7) a self-evaluation questionnaire; (8) a sample seating chart; (9) a student quiz; (10) an outline of 10 quick ways to analyze children's books; and (11) a list of levels and words associated with questionning. (FMW)

ED 322 232 UD 026 845

Garza, Josephine F. Gonzales, Joe R.

Avoiding Sex Bias in Counseling. Training Module VI.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Grant—G00-874-5255

Note—52p.; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counselor Attitudes, Elementary Secondary Education, Equal Education, *Females, Learning Modules, Males, *School Counseling, *Sex Bias, Standardized Tests, Technical Assistance, Test Bias

Identifiers—National Origin Desegregation Assistance Centers, *Title IX Education Amendments 1972

Techniques for avoiding sex bias in counseling is the subject of this training module. It guides trainers through the activities and lessons which teach counselors to use concepts and strategies that will provide students with sex-fair guidance. Seven activities are described in detail and materials, including 10 transparency masters and 7 handouts, are contained within the module. Goals for the participants are the following: (1) to become cognizant of historical perspectives on the role of women in the United States; (2) to become familiar with counseling practices that reflect sex equity; and (3) to become familiar with issues of sex bias in testing. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 329 473 SO 021 144

Sadker, David Sadker, Myrna

The Cost of Sex Bias in Schools and Society. The Report Card #1. Updated Edition.

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.; NETWORK, Inc., Andover, MA.

Pub Date—89

Note—10p.; This edition updated by Mary Jo Strauss.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Females, Males, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Social Problems, Social Science Research

The losses that both girls and boys suffer because of sex bias in society and in education are summarized in this report. For both girls and boys, statements based on research in these fields are listed in the academic, psychological and physical realms, and career and family relationships. (53 endnotes) (DB)

ED 322 231 UD 026 844

Milanovich, Norma J. Gonzales, Frank, Ed.

Modeling Equitable Behavior in the Classroom. Training Module V.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Grant—G00-874-5255

Note—63p.; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, *Behavior Modification, *Classroom Techniques, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Learning Modules, *Sex Bias, *Sex Stereotypes, *Teacher Behavior, Teacher Education

Identifiers—National Origin Desegregation Assistance Centers

Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers It guides trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of nonverbal behaviors that contribute to gender bias in the classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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ED 322 229 UD 026 842

Love, Reeve Gonzales, Frank, Ed.

Sex Stereotyping and Bias: Their Origin and Effects. Training Module IV.

Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Grant—G00-874-5255

Note—62p.; For related documents, see UD 026 838-849.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bias, Civil Rights, Classroom Environment, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), *Females, Learning Modules, Males, Mass Media Role, *Sex Bias, *Sex Stereotypes, Teacher Education, Technical Assistance

Identifiers—National Origin Desegregation Assistance Centers

The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias/stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

ED 316 498 SO 020 710

Butler, Dee

Title IX: What Is It?

West Virginia State Dept. of Education, Charleston.

Pub Date—[87]

Note—18p.

Available from—West Virginia Dept. of Education, 1900 Washington St., E., B-252, Charleston, WV 25305 (single copies free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, *Civil Rights Legislation, Educational Discrimination, Employed Women, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), Females, Selective Admission, Sex Bias, *Sex Discrimination, *Sex Fairness

Identifiers—*Title IX Education Amendments 1972

Title IX, passed by the U.S. Congress in 1975 as part of the Education Amendments, is a public law that prohibits sex discrimination against students and employees and provides them with equal access to courses and to employment in education agencies, including public school systems. Designed to be used in conjunction with a video by the same title, this booklet provides a brief overview of the five areas that Title IX covers, specifically related to West Virginia public schools. (1) Each county must conduct a self-evaluation of policy and procedures, appoint a Title IX coordinator, and adopt and publicize a grievance procedure for students and employees. (2) No county may discriminate on the basis of sex in admitting students to any of its public schools. (3) Students, male and female, must be provided equal opportunity in being admitted to courses or curricular and extracurricular activities. They may be separated only during portions of courses that deal with human sexuality or during contact sports. They must be provided with unbiased counseling and testing. They may not be discriminated against if they are pregnant, if they are married, or if they are potential parents. (4) Males and females, either potential employees or those who are already employed in the public schools, should be afforded equal and fair treatment in all aspects of employment. (5) It is the responsibility of the Office for Civil Rights at the U.S. Department of Education to review the state and counties' Title IX programs. (JB)

ED 315 005 HE 023 171

Hall, Colette, Ed.

Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class. Selected Proceedings from a Regional Conference [Held at] Ursinus College (Collegeville, Pennsylvania, October 21, 1988). Ephemera, Volume I, No. 1.

Ursinus Coll., Collegeville, PA.

Report No.—ISBN-0-9623277-0-0

Pub Date—89

Note—130p.

Available from—Ephemera, 6300 Rockhurst Rd., Bethesda, MD 20817 ($19.00).

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Civil Rights, *College Curriculum, *Curriculum Development, Employed Women, Equal Education, Equal Opportunities (Jobs), *Females, Feminism, Higher Education, Minority Groups, *Racial Bias, Selective Admission, Sex Bias, *Sex Fairness, *Social Status, Womens Education, Womens Studies

The conference proceedings contains 27 papers or summaries concerned with integration of gender, race, and class in the college curriculum. After an introductory paper on the Ursinus model (Colette Hall), remarks concerning New Jersey projects (Connie Murray and Verdelle Freeman) and the keynote address (Margaret Andersen), the first set of workshop papers are grouped into the following categories: literature; history, history of art, and the classics; exercise and sports studies; science and technology; and social sciences. Many of these papers include course syllabi and extensive subject bibliographies. The second group of workshop papers look at strategies for change in three sections concerned with: enlisting administrative and faculty support; women's ways of knowing; and how to sustain a project. An appendix presents a proposal for a further phase of Project Quill at Ursinus College. Also provided are lists of conference participants, conference moderators and presentors, and an author index. (SM)

ED 290 668 SO 018 794

Porter, Paige

Gender and Education: Sociology of the School.

Deakin Univ., Victoria (Australia).

Report No.—ISBN-0-7300-0400-7

Pub Date—86

Note—145p.

Available from—Deakin University Press, Deakin University, Victoria, Australia 3217 ($14.50).

Pub Type— Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Feminism, Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education, *Womens Studies

Identifiers—*Australia

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently, the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interaction between gender and education in the domestic curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sara Delamont looks at ways to counter sexism during the child's formative years; Dale Spender discusses the different ways that males get more attention in the classroom; and R. W. Connell, D. J. Ashenden, S. Kessler and G. W. Dowsett point out that schools differentiate between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls, School and Society," is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kenway and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An annotated bibliography is appended. (SM)

ED 286 393 HE 020 483

Eliminating Sexism in the Classroom.

Oregon State Univ., Corvallis.

Pub Date—[87]

Note—15p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Equal Education, Expectation, Higher Education, *Language Usage, *Sex Bias, *Sex Discrimination, Sex Stereotypes, *State Universities, *Teacher Attitudes, Teacher Behavior, *Teacher Student Relationship

Identifiers—*Oregon State University

Ways to eliminate sexism (discrimination based on sex) in Oregon State University classrooms are suggested, with attention to language, behavior, and expectations. Social outcomes of sexism are also identified. Unequal treatment singles out or ignores the individual. As a result, students may lose confidence, lower academic goals, or limit their career choices. Professors may transmit unexamined cultural assumptions that may include the belief that women are less intellectually committed and their work is less important than men's work. Women need access to the same employment and educational options available to men. Six suggestions for using language to provide a congenial atmosphere are offered, along with 11 suggestions for changes in faculty behavior, and 8 suggestions for raising faculty expectations of females, a step toward lending them more encouragement. Suggestions include: incorporate women and women's contributions into lectures; refer to students as "men and women" rather than "men and girls", encourage women students when they seek to pursue nontraditional careers; call on women students as much as men students; and perceive students as individuals, rather than as men and women. (SW)

ED 287 959 UD 025 875

Cusick, Theresa

The Heart of Excellence: Equal Opportunities and Educational Reform. PEER Report Number 6.

NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—87

Grant—G008510394

Note—14p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropouts, *Educational Change, *Educational Discrimination, Elementary Secondary Education, *Equal Education, *Females, High Risk Persons, Pregnant Students, School Demography, *School Effectiveness, *Sex Bias, Sex Role

The demographics of American schools are changing. While the actual number of school children has declined, the proportion of minority students, poor students, and students from one parent families has grown steadily. Education must be reformed to address these populations with equity. Strategies which have been adopted, such as more student testing and more teacher evaluation, are not solutions which will help low-achieving students. Concern for female students has waned since the passage of Title IX, but girls and young women are still victims of sex stereotyping, which negatively affects their academic achievement. Recommendations for equity reforms are the following: (1) pass state laws which protect the rights of minorities and guarantee equal opportunities in education; (2) bring community social service agencies, health centers, and recreational programs into the schools; (3) provide on-site day care for parenting students; (4) develop a school-to-work transition for low income students; (5) create flexible learning opportunities such as part-time and night schools; (6) provide in-service and pre-service training to teachers in methods to overcome racism and sexism; (7) free all tests of bias; (8) improve the quality of instruction before raising requirements; (9) provide preschool enrichment programs; (10) encourage parental involvement; (11) improve school climate; (12) implement affirmative action; (13) provide technical assistance; and (14) make all school programs truly accessible. (VM)

ED 266 377 CG 018 857

A Sex Affirmative Model Program: Counseling and Guidance.

Michigan State Dept. of Education, Lansing. Office for Sex Equity.

Pub Date—Mar 81

Note—84p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Education, Counseling Objectives, *Counseling Services, *Equal Education, Models, Parents, *School Counseling, Secondary Education, *Secondary School Teachers, Sex Bias, *Sex Fairness, *Student Development

Identifiers—*Sex Equity in Educational Leadership

This document, which presents a model for sex affirmative guidance and counseling programs in secondary schools, is the result of the collaborative efforts of 23 Michigan secondary school counselors who attended a seminar on "Building the Model Program: Achieving Sex Equity in Counseling and Guidance Programs." Four program audiences are addressed: students, teachers, parents, and community. Three goals are given for each audience with charts for each goal and audience giving a list of activities, time required, person(s) responsible, and evaluation method. The goals listed for students include career education, academic preparation emphasizing nontraditional courses, and personal development. The goals for teachers and parents stress awareness of the impact of sex role stereotyping on students' lives, helping students explore nontraditional academic interests, and awareness of the world of work today. The goals suggested for the community include support of career education for students, assisting students to explore nontraditional academic preparation, and public relations efforts in sex equity activities. (ABL)

ED 287 751 SO 017 678

Sex Equity Resource Kit Bibliography. A Compilation of Books, Games, Activities, and Resources To Supplement Library and Curriculum Materials with Nonbiased Media.

Michigan State Dept. of Education, Lansing. Office of School and Community Affairs.

Pub Date—Jun 86

Note—10p.

Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, *Educational Media, Elementary Secondary Education, Equal Education, Games, Instructional Materials, Learning Activities, Library Materials, *Nondiscriminatory Education, Resource Materials, Sex Bias, *Supplementary Reading Materials

Identifiers—*Compilations

This bibliography contains a selection of nonbiased media resources which can be used to supplement existing curriculum materials and library sources. Games, bibliographies, curriculum guides, anthologies, posters, and career guides are included in this compilation of sex equity materials. Documents and media containing information on such subjects as career choices and options, minorities, cultural diversity, equal education, handicaps, poverty, sex stereotyping, male roles, and employment in relation to sex equity are included. Prices are listed for some items. (JHP)

ED 278 583 SO 017 671

Girls and Women in Education: A Cross-National Study of Sex Inequities in Upbringing and in Schools and Colleges.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12865-4

Pub Date—86

Note—191p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington D.C. 20006-4582.

Pub Type— Reports - Research (143) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Opportunities, Elementary Secondary Education, *Equal Education, Foreign Countries, Global Approach, Higher Education, *School Role, Sex Bias, *Sex Discrimination, Sex Stereotypes, Social Influences, Socialization, *Teacher Role, *Womens Education

Identifiers—Organisation for Economic Cooperation Development

This report examines how far Organisation for Economic Co-operation and Development (OECD) countries have come towards realizing equality between the sexes in education and the factors that facilitate or hinder progress in this regard. The report examines students in the formal education system of schools and colleges and reviews research findings on factors contributing to sex inequalities in education. The book is organized into two parts. Part 1 is titled "The Nature of Sex Differences in Learning and Education" and has three chapters. Chapter 1, "The Female Experience of Schools and Colleges: A Descriptive Overview," describes the strides made in higher levels of female enrollments and the inequalities that remain; chapter 2, "Sex Differences in Early Socialization and Upbringing and Their Consequences for Educational Choices and Outcomes," discusses traditional sex roles, how different socialization agents reinforce each other, and different ways in which schools and teachers contribute to this process; and chapter 3, "The Development of Sex Stereotyped Attitudes Among Boys and Girls: Different Models of Their Origins and Their Educational Implications," examines three models of the origins and development of sex differences in attitudes and educational attainment. Chapters 1 and 3 include extensive bibliographies. Part 2 of the report provides statistical evidence in the form of tables. (KWL)

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ED 246 085

Lanzan, Marcie
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
Boulder Valley School District RE-2, Boulder, Colo.
Pub Date—Aug 85
Note—116p.; Project assistance provided by the Colorado Department of Education, Sex Equity Program.
Available from—Boulder Valley Public Schools, 6500 E. Arapahoe, Boulder, CO 80302.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—County School Districts, Educational Opportunities, Elementary Secondary Education, *Equal Education, Females, Institutional Evaluation, Institutional Research, Males, Nondiscriminatory Education, Profiles, Public Schools, *School Surveys, *Self Evaluation (Groups), *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes
Identifiers—Title IX Education Amendments IX

Data representing figures for the 1983-84 and 1984-85 school years indicate the degree of compliance with Title IX in Boulder Valley School District (Colorado). Findings represent three major components: (1) baseline data, which includes numbers and percentages by gender of enrollment in various courses and activities; Comprehensive Test of Basic Skills (CTBS) achievement similarities and differences; staffing patterns; disciplinary actions/suspensions; and school drop-out rate; (2) K-6 student-teacher interaction observations in 235 elementary class groups; and (3) questionnaires, which were distributed to all district certified employees (1566) to tap knowledge, attitudes, and interests relative to gender equity. Results suggest that of the 16 areas examined, four were found to be areas of strength, with the remaining 12 indicating a need for education, awareness, and action. Some of the report's findings indicate that although secondary teachers approached equity in terms of gender, distribution by subject area showed significant discrepancies; that there was a difference between numbers of boys and girls enrolled in 117 courses; that sex differences corresponding with traditional career choice for women were found in every area; that of four subject areas examined, statistically significant differences between CTBS scores of girls and boys were reported in three, that of the total number of students in special education, 71 percent were boys; that more boys (72 percent) were involved in events leading to written notice of suspension; that gender was a significant factor in three categories of student-teacher interaction; that more boys participated on athletic teams; and that approximately 73 percent of school and classroom environment observations were identified as reflections of gender disparity. (LH)

ED 242 804 UD 022 940

Team Building/Building Teams Project. Washington State Sex Equity in Education Technical Assistance Program.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—[83]
Note—85p.; Contains several pages of faint/broken type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, *Equal Education, Program Descriptions, Program Improvement, School Districts, Sex Bias, *Sex Discrimination, *Sex Fairness, State Programs
Identifiers—PF Project, Washington

The 1982-83 Team Building/Building Teams Project, developed by the Washington State Sex Equity in Education Program staff, is described in this report. The focus of the project is described as district team-building with building level implementation of the district's identified needs in attaining sex equity in education. Project summaries are given for school districts which had demonstrated administrative and policy commitments to sex equity in education and were selected to participate in the project. This report also includes a timetable of the project, related correspondence to the participating districts, program agendas for three state-level meetings, and evaluations of the meetings. An equity plan, a follow-up plan, and a project report from three of the districts are included in this document. (JW)

ED 251 576 UD 023 969

Expanding Options. Facilitator's Guide–Student Leader Workshop.
Center for Studies of the Person, San Diego, CA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—84
Note—258p.; For related documents, see UD 023 961-968.
Available from—WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, *Change Strategies, Educational Change, Equal Education, Learning Activities, Resource Materials, Secondary Education, *Secondary School Students, *Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, *Student Leadership, Teaching Guides, Workshops

This guide provides procedures and supporting materials for a sex equity workshop aimed at secondary school student leaders that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for seven sessions. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping and to create a common vocabulary. A simulation experience in Session 3 helps students identify real-life attitudes and roles. Sessions 4-6 emphasize increased knowledge about the issues of sex equity. Session 7 involves application of knowledge about change processes to personal and school life and explains the student's role as change agent. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 243 222 EA 016 718

Guerrier, Charles E.
Title IX and the Achievement of Equal Educational Opportunity: A Legal Handbook.
Council of Chief State School Officers, Washington, D.C.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—[80]
Contract—300-76-0456; 300-79-0728
Note—110p.; Prepared by the Resource Center on Sex Equity.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Affirmative Action, Compliance (Legal), *Court Litigation, Educational Discrimination, *Educational Opportunities, *Equal Education, Equal Opportunities (Jobs), Federal Courts, *Federal Legislation, Federal Regulation, Females, Justice, Legal Responsibility, Nondiscriminatory Education, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role
Identifiers—*Title IX Education Amendments 1972

Designed to provide an introduction to major issues, controversies, and case law related to Title IX of the Education Amendments of 1972, this handbook is intended to promote more informed interaction between administrators and the attorneys who represent and advise them regarding sex discrimination issues. Following a brief explanation of the need for Title IX in section I, section II discusses the theory and reality of permissible and impermissible discrimination and offers a capsule history of judicial opinions in cases involving sex-based distinctions. In section III, the author discusses the statute's enactment and amendment processes and provides a section-by-section analysis. Beginning with an exposition of the implementing regulation's adoption process, authoritativeness, scope, and interpretation, section IV offers a detailed analysis that constitutes the bulk of the document. In addition to its introductory section, this analysis contains sections on (1) coverage; (2) prohibitions of discrimination on the basis of sex in admission and recruitment, education programs and activities, and employment in education programs and activities; and (3) interim procedures. Appendix A provides a copy of the Title IX implementing regulation republished in 1980 as C.F.R. Part 106. Appendix B summarizes the United States system of legal references and citations. (JBM)

ED 244 744 PS 014 339

Stone, Karen And Others
Guide to Nonsexist Teaching Activities (K-12).
Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Report No.—ISBN-0-89774-100-5
Pub Date—83
Note—108p.; This publication was first published as "BIAS (Building Instruction Around Sex Equity): Guide to Non-Sexist Teaching Activities (K-12)" in 1982. For related document, see PS 014 338.
Available from—The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483 ($22.50).
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Career Guidance, Counseling, Elementary Secondary Education, *Equal Education, Fine Arts, Health Education, Language Arts, Mathematics, Sciences, *Sex Bias, Social Studies, *Textbook Bias

Designed to offset the effect of sexually biased texts and materials, this annotated bibliography lists available nonsexist instructional resource material for students in kindergarten through twelfth grades. The majority of items focus on activities teachers can use in classroom settings. The guide is organized into the following eight subject areas: general awareness, counseling and career guidance, fine arts, health and physical education, language arts, math and science, social studies, and sex equity organizations. Materials listed include lesson plans, course outlines, supplementary texts, periodicals, games, photographs, multimedia programs, audiovisual materials, and bibliographies. Six appendices respectively detail subject definitions, offer footnote sources, explain how to obtain the materials listed, describe a model for developing nonsexist lesson plans, give an example of a lesson planning activity sheet, and offer guidelines for developing nonbiased materials. (BJD)

ED 243 802 SO 015 664

Fennema, Elizabeth, Ed. Ayer, M. Jane, Ed.
Women and Education. Equity or Equality?
National Society for the Study of Education, Chicago, Ill.
Report No.—ISBN-0-8211-0507-8
Pub Date—84
Note—266p.
Available from—McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 ($21.75; $19.50 in quantities of 10 or more copies).
Pub Type— Collected Works - General (020) — Information Analyses (070) — Books (010)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Academically Gifted, Career Development, Curriculum Development, Curriculum Problems, Educational Administration, Educational Objectives, *Educational Policy, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, Feminism, Futures (of Society), Higher Education, Mathematics Achievement, Mathematics Instruction, Minority Groups, Models, Postsecondary Education, *Sex Bias, *Sex Differences, Sex Fairness, Sex Stereotypes, Social Science Research, *Womens Education, Womens Studies

Suitable for use in postsecondary courses in women's studies, curriculum theory, educational policy, or introductory educational administration, this book presents current scholarship on educational goals for women as well as the role and position of women in education. Twelve essays are presented in separate chapters. Chapter 1, an introduction to conceptual approaches, offers 4 theoretical models for considering the position of women in the educational process: pluralism, assimilation, deficit (the assumption that deficits in cognitive areas are sex-related), and social justice. Chapter 2 contains a brief re-examination of the history of American education from a feminist perspective. Chapter 3 compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals. The impact of biological factors on males' and females' differential achievement of educational goals is discussed in chapter 4. Chapter 5 explores the learning behaviors of elementary age girls and boys. Where and why sex-related differences exist in mathematics are discussed in chapter 6. Women's studies in the secondary school curriculum is examined in chapter 7. The application of career theories to the career development of adolescent and young women is the topic of chapter 8. Chapter 9 presents changing patterns and continuing inequities in the education of minority women while chapter 10 presents the continuing inequities facing women in higher education. The final two chapters outline a methodology for improving the discipline of women's studies and offer a definition and brief history of women's studies as a discipline. (LP)

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ED 237 789 CE 037 800

Knight, James A. And Others

Factors Contributing to the Enrollment of Males in Program Areas Not Traditional for Their Sex at the Secondary Vocational Education Level in Ohio.

Pub Date—Dec 83

Note—21p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Attitude Change, Attitudes, Equal Education, Equal Opportunities (Jobs), High Schools, Job Placement, *Males, *Nontraditional Occupations, Program Effectiveness, School Holding Power, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, *Student Recruitment, *Vocational Education

Identifiers—*Ohio

This research was conducted to identify factors contributing to the enrollment of male high school students in Ohio in program areas nontraditional for their sex. Using the 1980 Executive Student Follow-up Report, 28 vocational education programs not traditional for males in Ohio (less than 20 percent male enrollment) were identified, and the top 20 programs according to number of males enrolled were found in 14 different schools. In 13 of these schools, interviews were conducted; through 17 interviews, 90 male students, 29 teachers, and 16 counselors were contacted. The males interviewed were enrolled in medical laboratory assistant, dental assisting, diversified health, cosmetology, bank teller, child care, home furnishings, and community and home programs. Most students indicated that they were happy with their program choices, suffered little discrimination, and had chosen the programs primarily for their quality or because nothing else was available. Teachers, counselors, and administrators interviewed were overwhelming proponents of sex equity, and most had attended training to learn to promote sex equity in their institutions. Role models and sex-fair instructional and orientation materials were found to be significant factors in the recruitment, retention, and placement of male students in nontraditional programs. Based on the data gathered in this study, 16 recommendations were made for recruiting and retaining male students in traditionally female vocational education programs. These recommendations include providing all students with information about all vocational programs, talking to students about job opportunities in traditionally female occupations, inviting parents of students to orientations to inform them about programs, developing promotional and instructional materials, showing males in nontraditional roles, taking students to job sites, and making sure the whole student recruitment process is sex fair. (KC)

ED 237 723 CE 037 729

Ruzicka, Pat

Working for Equity. Finding Equity Issues in the Schools.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Sep 83

Note—26p.; Prepared at the Center for Sex Equity, and developed for Model Program Site Cadres.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Educational Improvement, Educational Needs, *Educational Objectives, Educational Planning, *Educational Policy, *Educational Quality, *Educational Trends, *Equal Education, Females, Futures (of Society), Language Usage, Males, Policy Formation, School Role, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, Student Needs

This packet contains a presenter's outline and notes, an outline of major points, transparency masters, and the text of the presentation entitled "Finding Equity Issues in the Schools." The presentation is an introduction to educational equity and how it fits in with educational trends and thinking. The purpose of the presentation is to illustrate that (1) equity issues are integral components in several major educational themes and (2) excellence in education cannot be achieved unless equity issues in the school system are identified and satisfactorily resolved. The presentation, which is scheduled to take 15-30 minutes to complete, covers the following topics: what is equity, equity and educational thinking, emerging trends and equity issues, quality education and equity issues, effective schooling practices and equity issues, and achieving excellence in education. A list of references is included in the presentation. (KC)

ED 229 533 CE 035 483

Byrne, Eileen M.

Technical and Vocational Education for Women—The Way Ahead.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED/80/CONF.401/3

Pub Date—12 May 80

Note—104p.; Prepared for the International Congress on the Situation of Women in Technical and Vocational Education (Bonn, Federal Republic of Germany, June 9-12, 1980). Some pages may not reproduce well.

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Context, Cultural Influences, Developed Nations, Developing Nations, *Educational Needs, Educational Trends, Elementary Secondary Education, *Employment Practices, Equal Education, Equal Opportunities (Jobs), Females, Futures (of Society), *Global Approach, Males, Policy Formation, Postsecondary Education, Sex Bias, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Stereotypes, Sociocultural Patterns, *Vocational Education, *Womens Education

In terms of women's activities outside the home, a steady trend of expansion has existed in both quantitative and qualitative respects over the last decade. Evidence justifies encouraging girls to pursue longer vocationally-oriented studies in a wider range of occupational areas, since evidence points to the possibility that from one-in-three to one-in-five girls sitting in today's classrooms throughout the world will either wish to, or have to, work in adulthood (whether married or single). The evidence does not justify using outdated concepts of innate psychological or physiological sex difference as a basis for continuing to designate sectors or specific employment or home tasks as "male" or "female." Hence, sex segregation of vocational preparation is equally unjustified. The questions raised for educators by this changing and constantly developing social and economic pattern affect not only the structure but the content of educational preparation of girls and boys for work, home, and civil life. Strong arguments exist for educators of each nation, in direct collaboration with their colleagues responsible for family law reform, social services, and welfare, to look at the educational preparation of their people for employment and for work of an unpaid nature that is, nonetheless, civically and economically important. The strong impression given by the collective educational, social, and economic evidence is that there is a mismatch of educational objectives and demands of the labor market that might be in danger of widening, not narrowing, the sex gap, if not corrected. (KC)

ED 231 898 UD 022 837

Giese, Elizabeth H.

You See the Cat Walking...A Report on the Findings of the Michigan Project on Equal Education Rights.

Michigan Project on Equal Education Rights, Milford.

Spons Agency—National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Pub Date—Dec 80

Note—52p.; Document may not reproduce well due to dark background of original pages.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Athletics, Community Involvement, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Higher Education, Nondiscriminatory Education, Program Implementation, *Sex Bias, *Sex Differences, *Sex Discrimination, *Sex Fairness, State Legislation, Vocational Education

Identifiers—*Michigan State Department of Education, Project on Equal Education Rights, *Title IX Education Amendments 1972

Based on reports generated by the Michigan office of the Project on Equal Education Rights (PEER), this report documents how schools in Michigan perpetuate sex bias/discrimination, and describes what is being done to encourage sex equity. The report also examines the extent of school compliance with Title IX (Education Amendments of 1972), which prohibits sex discrimination in Federally funded educational programs. Some discriminatory school practices are enumerated, such as sex differential curriculum content, and differential participation in athletics, vocational courses, and science and mathematics subjects. It is pointed out that progress in encouraging sex equity in schools is hampered by lack of awareness of Title IX among educators, inadequate compliance with the legislation, little encouragement of students' interest in nontraditional courses, and pervasive occupational sex role stereotypes in education. The report also discusses a PEER project that explored how communities might participate in removing barriers to equal opportunities for boys and girls in Michigan schools. Descriptions are provided of the 12 communities involved in the project, factors that contributed to successful community involvement, and steps that school districts have taken to eliminate sex discrimination. Finally, recommendations and a plan of action for sex equity in Michigan schools are presented. (MJL)

ED 223 516 SO 014 389

Moore, Colleen

Social Control and the Education of Nineteenth-Century American Women.

Pub Date—4 Nov 82

Note—42p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Nashville, TN, November 4, 1982).

Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational History, Elementary Secondary Education, *Equal Education, Females, Higher Education, *Sex Bias, *Social Bias, United States History, *Womens Education

Identifiers—*Social Control

The expansion of higher education in the 19th century United States to include women both restricted and increased their freedom. Because the industrial revolution and the movement westward limited the availability of men, the "moral guardian" role society prescribed for women was logically extended to teaching. The reason, however, for the inclusion of women in education was based on economy (women teachers were paid less than men) and the shortage of male teachers. Thus, public arguments for women's education were quite different from private considerations. The economic needs that dictated that women would be the principal members of the teaching profession were obscured by pronouncements of women's superior moral and nurturing powers. For the women who realized that lack of education was a barrier to independence and respectability, their involvement in teaching was an important way to justify their own education. With literacy, women gained leverage and began to press for equal social, political, and economic opportunities. (KC)

ED 320 988 UD 027 512

Female Dropouts: The Challenge. Women's Educational Equity Act Publishing Center Digest, March 1990.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—90

Note—5p.

Available from—Women's Educational Equity Act Publishing Center, 55 Chapel Street, Newton, MA 02160.

Journal Cit—Women's Educational Equity Act Publishing Center Digest; Mar 90

Pub Type— Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Characteristics, *Dropout Prevention, Dropout Research, *Education Work Relationship, *Equal Education, *Females, High Schools, Literature Reviews, Low Income, Serials, Sex Bias, *Sex Fairness

This digest is the first in a series of quarterly publications about topics related to educational equity, which will also include reviews of related resources. Its main article examines the adverse lifetime consequences for females of dropping out from school. Women who fail to complete high school are penalized both by their lack of education, which is the fundamental key to employment; and by the still prevalent myth that men are the primary source of income for most families, even though 67 percent of American women work and 60 percent of those working women are either supporting families or are part of households where the husband's yearly earnings are less than $15,000. Women from poor families must overcome an especially difficult set of obstacles to successfully complete school. Despite the advances made in the past 30 years, schools are still primarily oriented towards the white, male student; females are denied teacher attention, socialized to be cooperative rather than aggressive, exposed to low expectations, and not provided pregnancy and childcare services that could increase the chances for young mothers to remain in school. Schools and teachers can help lower the female dropout rate by providing a bias-free educational environment that ensures that females achieve the same level of educational and economic opportunity as males. The second article, "WEEA Materials Key to Dropout Prevention for Girls," reviews seven publications that can be directly applied to the educational needs of females. (FMW)

ED 222 467 SP 021 191

Ulrich, Celeste Berlin, Pearl

Implications of Title IX for Postsecondary Physical Education and Athletic Personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators. Application Booklet for Physical Activity Personnel.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 78

Contract—300-76-0456

Note—66p.; For related documents, see ED 206 600, SP 021 186-187, and SP 021 189-190.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Athletics, *Attitude Change, *College Faculty, Compliance (Legal), Curriculum Development, Educational Environment, Educational Legislation, Equal Education, Equal Facilities, Higher Education, Inservice Teacher Education, *Nondiscriminatory Education, Physical Education Facilities, *Physical Education Teachers, Program Administration, Program Budgeting, Resource Materials, Sex Bias, *Sex Fairness

Identifiers—*Title IX Education Amendments 1972

This document is a supplementary component of a multicomponent workshop package designed for training and staff development efforts for postsecondary education personnel. The package was designed to assist college and university personnel to gain: (1) an understanding of the manifestations and the effects of sex discrimination and sex bias in education; (2) an understanding of the requirements of Title IX and its implementation; and (3) skills and capabilities for the development and implementation of policies, programs, and management systems to ensure educational equity. This workshop component serves as a reference manual for physical activity personnel. The first section introduces the concept of sex equity and its implications for colleges and universities. Section 2 discusses the methods of assessing current policies and procedures to determine if sex discrimination is present. Guideline questions are included. Section 3 deals with problems and issues traditionally found to be targets for change in physical education programs: (1) curriculum, (2) teaching, learning, and performing environment, (3) administration, (4) funding; and (5) social interaction. Implementation strategies and resources are suggested. The fourth section discusses behaviors and attitudes that encourage sex equity. (FG)

EJ 372 552 RC 506 625

Women's Access and Opportunity in Higher Education: Toward the Twenty-First Century. Moore, Kathryn M. *Comparative Education;* v23 n1 p23-34 1987

Descriptors: *Access to Education; Admission (School); Comparative Education; Comparative Analysis; Differences; Educational Policy; *Educational Opportunities; Equal Education; Leadership; Nontraditional Occupations; Sociocultural Patterns; Sex Bias; *Women Faculty; *Womens Education; *Higher Education

Note: Theme issue with title 'Sex Differences in Education.'

Surveys access and opportunity issues for women in higher education and presents data and research examples that reveal concerns that span national boundaries. Topics include distribution of women students and faculty in various countries, the careers of women faculty and researchers, and women academics as leaders and policymakers. (JHZ)

ED 309 547 EA 021 171

Schmuck, Patricia A. Schubert, Jane

Women Administrators' Views on Sex Equity: Exploring Issues of Information, Identity, and Integration.

Pub Date—Nov 86

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, November 13-15, 1986).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Administrators, Elementary Secondary Education, Employment Level, *Equal Education, Equal Opportunities (Jobs), *Females, Feminism, *Principals, *Sex Bias, *Sex Discrimination, Sex Fairness, Womens Education

Identifiers—*Women Administrators

Today there are more female administrators than a mere 15 years ago, yet these women who have risen up through the ranks to a position traditionally dominated by men tend not to advocate equity in their schools. Nineteen female principals from Arizona, California, and Oregon were interviewed using the critical incident technique. Results show that while the women principals tended to be more concerned with instructional leadership, classroom teaching, and intensive interaction with the faculty than their male counterparts, only modest passive gestures were made toward initiating equity programs or activities within their schools. Although female principals face unique problems of identity and integration, they fail to translate their own experiences into action to ensure greater equity; instead, they take a personalized view of their experiences. Preservice programs fail to educate prospective administrators on the theory that schools themselves perpetuate gender/race inequality. Thus, women administrators have not been trained to be sensitive observers of inequality in school organizations. It cannot be presumed that simply because a woman is in a place of administration in the school, issues of equity will be addressed. A lack of understanding of the concept of gender leads a female administrator to insensitivity and inattention to equity in school ideology and practice. (33 references) (KM)

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ED 290 668 SO 018 704

Porter, Paige

Gender and Education: Sociology of the School.

Deakin Univ., Victoria (Australia).

Report No.—ISBN-0-7300-0400-7

Pub Date—86

Note—145p.

Available from—Deakin University Press, Deakin University, Victoria, Australia 3217 ($14.50).

Pub Type— Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Feminism, Sex Bias, *Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education, *Womens Studies

Identifiers—*Australia

This book presents a comprehensive review of the progress in equal education for females through an introductory discussion and six readings. The introductory discussion examines the theory that the state and consequently, the education system are seen as having the promulgation of the dominant class hegemony as an important part of its function. The document also traces the interaction between gender and education in the domestic curriculum, vocational opportunities, and the working conditions of women teachers. In the first three readings, Sara Delamont looks at ways to counter sexism during the child's formative years; Dale Spender discusses the different ways that males get more attention in the classroom; and R. W. Connell, D. J. Ashenden, S. Kessler and G. W. Dowsett point out that schools differentiate between male and female students in ways which reinforce sex stereotypes. The results of the study carried out in 1974 by the Schools Commission on "Girls, School and Society," is discussed in reading four. In reading five, Jean Blackburn discusses removing formal barriers to access to education for girls and boys, and in the final reading Jane Kenway and Sue Willis offer alternatives to single-sex schooling as a solution to unequal education. An annotated bibliography is appended. (SM)

ED 323 478 CG 022 801

Carmichael, Karla D

Birth Order and Maladaptive Behavior in School-Aged Children.

Pub Date—??

Note—11p.

Pub Type— Reports - Research (143)

EDRS Price - MF01 PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Behavior Problems, *Birth Order, Comparative Analysis, Elementary Secondary Education, *Emotional Disturbances, Family (Sociological Unit), Family Characteristics, Family Status, *Family Structure, Problem Children, Student Behavior

Identifiers—Adler (Alfred)

Drawing on Alfred Adler's theories on the effect of birth order on maladaptive behavior in children, this study focused on the relationship between birth order and the referral to counseling of school-aged children with maladaptive disorder. School-aged children (N=217) with academic or behavioral problems, ages 5 to 18, were referred to the staff of a regional interdisciplinary center for evaluation during a 5-year period. Each child was evaluated by specialists in each of the three disciplines represented in the center: (1) speech, language, and hearing; (2) reading; and (3) counseling. On the basis of staff recommendations, the subjects were placed in either a counseling group (Group I) or a no-counseling group (Group II), and designated either first-born, middle-born, or last-born. Data on family structure (intact, single-parent, and blended), parents' family background, socioeconomic status, and number, age, and sex of siblings were also gathered. All predictors were simultaneously entered into a multiple regression equation for stepwise analysis. Although none of the predictors was found to vary significantly, the study results support previous findings that more males and first born students are referred to clinics for behavior and academic problems. A unique formula for family density is presented, and recommendations for further study and refinement of birth order studies are offered. References are included. (TE)

ED 280 786 SO 017 691

Moody, Charles D., Comp. Linn, Eleanor, Ed.

Promoting Flexibility in Male Roles.

Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86

Note—30p.

Journal Cit—Title IX Line; v7 n1 Fall 1986

Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Emotional Development, *Emotional Experience, *Equal Education, Father Attitudes, Fathers, *Males, Parent Role, Reverse Discrimination, *Sex Bias, Sex Differences, *Sex Fairness, *Sex Role

In this publication issues are discussed which pertain to male roles and fatherhood. "From the Desk of the Director" (Charles D. Moody, Sr.) discusses the need for increased role flexibility for men in general and black men in particular. The lead article, "Equity: A Question in Balance" (D. Groves Dugger), delves into the causes and consequences of rigid role expectations for men and boys. Examples of negative outcomes of rigid role expectations associated with males are given. Suggestions to bring men and women closer to the middle of a trait spectrum are included. The second article, "Illustrations of Male Experience," contains representative excerpts of male experiences and associated masculine traits. Themes such as showing affection, taking risks, competition, and friendship are described. The remainder of the issue is devoted to specific aspects of school policies, programs, and procedures. "Teacher/Student Interaction, or, Must Boys Be Boys?" (Iva A. Smith) provides a summary of the available knowledge on role expectation and student achievement. "Discipline and Gender: Reducing the Disparities" (Marta Larson) discusses school discipline and its relationship to sex role socialization. Suggestions for improving school discipline systems are made. "Career Planning: How Well Do We Prepare the Boys?" (Martha Adler) treats the specific needs of male students in career planning programs. "Involving Fathers in All Facets of School Activities" (Salome Gebre-Egziabher) presents ideas for increasing fathers' involvement in school activities. Ten suggestions for successful father conferences and a chart listing practical tips to encourage father involvement in the schools are included. Concluding the issue is a list of recommended resources that may stimulate further thought. (APG)

ED 272 098 HE 019 545

Bogart, Karen

Toward Equity: An Action Manual for Women in Academe.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—84

Note—259p.

Available from—Association of American Colleges, 1818 R Street, N.W. Washington, D.C. 20036.

Pub Type— Collected Works - General (020) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Ancillary School Services, Change Strategies, College Admission, College Environment, College Faculty, *College Programs, Continuing Education, *Equal Education, *Equal Opportunities (Jobs), *Females, Higher Education, Professional Development, Salaries, School Personnel, Sex Bias, *Sex Fairness, Sexual Harassment, Student Development, Student Financial Aid, Tenure, Womens Studies

Identifiers—*Womens Centers

Nearly 150 exemplary programs and policies at colleges and associations that promote sex equity in postsecondary education are described that are also adaptable to other settings. Thirteen short essays on the basics of change are also presented. The sex equity programs included those directed to students and staff, those designed to improve the social-educational climate, and those that promote sex equity in the community. The types of exemplary programs and policies, the number of programs in each category, and one program/policy in each category are as follows: admissions (3), Alverno College Minority Achievement Program; continuing education (5), Goucher College re-entry program for women; financial aid (5), University of Michigan, Ann Arbor, scholarships for returning women students; women's studies (8), Towson State University Women's Studies Program; integrating the new scholarship on women into the traditional curriculum (9), Montana State University Project on Women in the Curriculum; centers for research on women (4), Wellesley College Center for Research on Women; nontraditional courses and programs (16), College of William and Mary Women in Business Programs for Students and the Community; student development (10), University of Kansas women's recognition and the women's hall of fame; counseling (9), Loyola University of Chicago's promotion of equity for Hispanic students; women's centers providing support services (9), University of Minnesota Women's Center; child care (2), Hunter College Child Care Center; health care (4), Purdue University health awareness month; campus safety (2), University of Delaware support group for victims of sexual offense; staff employment (5), Denison University National Availability and Employment program; staff professional development (13), City University of New York Mentorship Program for Minorities and Women in Educational Research; tenure and promotion (3), Rutgers University's academic review and promotion of faculty in rank; compensation and fringe benefits (3), Hood College salary equity reviews and making the information public; subtle discrimination (4), Project on the Status and Education of Women on the chilly classroom climate for women; sexual harassment (3), Arizona State University Sexual Harassment Survey; dissent, mediation, and grievance (4), Massachusetts Institute of Technology special assistants to the president; commissions on the status of women (4), University of Maryland, College Park, Chancellor's Commission on Women's Affairs; information and communication (6), University of Denver Departmental Liaisons Program; community-based programs for women (3), Jersey City State College photography exhibit and study in oral history; and collaboration between postsecondary institutions and elementary/secondary schools (4), University of Arizona programs for elementary and secondary school teachers. (SW)

III. ONE PARENT FAMILY & FATHERLESS FAMILY

EJ 412 531 TM 515 19
Father Absence and Children's Achievement from Age 13 to 21. Murray, Asa; Sandqvist, Karin. *Scandinavian Journal of Educational Research;* v34 n1 p3-28 1990 (Reprint: UMI)
Descriptors: *Fatherless Family; One Parent Family; *Academic Achievement; Foreign Countries; *Adolescents; *Low Achievement; *Predictor Variables; Longitudinal Studies; Young Adults; Secondary School Students; Secondary Education; Intermediate Grades; Adolescent Development
Identifiers: *Sweden

The effects of fathers' absence from the home on their children's educational aptitude and achievement were studied for about 9,000 Swedish children from grade 6 to age 21 years, 15 percent of whom lived only with their mothers. Low achievement in the mathematical and technical spheres characterized those with no father in the home. (SLD)

EJ 411 303 UD 515 160
Life without Father: America's Great EST Social Catastrophe. Davidson, Nicholas *Policy Review;* n51 p40-44 Win 1990 (Reprint: UMI)
Descriptors: *Childhood Needs; Children; Family Problems; *Family Structure; *Fathers; *Fatherless Family; One Parent Family; Parent Child Relationship; *Parent Influence; Parent Role; Social Problems; Poverty; *Context Effect
Identifiers: Feminization of Poverty

The fact that 15 million American children, a quarter of the population under 18, are growing up without fathers is the most significant social problem facing the country. It is linked with epidemics of crime and drugs, the decline of educational attainment, and the persistence of widespread poverty. (AF)

EJ 404 889 CG 537 120
Becoming the Breadwinner: Single Mothers' Reactions to Changes in Their Paid Work Lives. Fassinger, Polly A. *Family Relations;* v38 n4 p404-11 Oct 1989 (Reprint: UMI)
Descriptors: *Employed Women; *One Parent Family; *Divorce; *Mother Attitudes; *Heads of Households; Mothers; Fatherless Family; Family History; Family Characteristics; Employed Parents; Marriage; Parent Role

Examined attitudes of 20 divorced mothers about becoming their families' breadwinners. Attitudes toward breadwinning varied according to 3 marital history types: segregated, modified-segregated, and primarily wife-shaped. Findings showed that mothers from segregated marriages had the greatest difficulty accepting the breadwinner role. (TE)

EJ 404 888 CG 537 119
The Precarious Survival and Hard-Won Satisfactions of White Single-Parent Families. Richards, Leslie N. *Family Relations;* v38 n4 p396-403 Oct 1989 (Reprint: UMI)
Descriptors: *Unwed Mothers; *One Parent Family; *Mother Attitudes; *Child Rearing; *Coping; Stress Management; Fatherless Family; Whites; Poverty; Surveys; Low Income Groups; Socioeconomic Influences

Examined interviews with 43 White single mothers for thematic content relating to economics of single parenthood, feelings about single parenting, the children's fathers, and stigmatization. Results showed that these women had developed coping strategies and were proud of their ability to survive under adverse circumstances, but that they felt stigmatized by their poverty. (Author/TE)

EJ 404 756 CE 521 337
A Path to the Future. Barlow, Sue; King, Donald E. *Vocational Education Journal;* v65 n3 p19-21 Apr 1990 (Reprint: UMI)
Descriptors: *Females; *Job Training; Adult Basic Education; *Vocational Education; *Agency Cooperation; One Parent Family; Fatherless Family
Identifiers: Vermont

Describes the Vermont Skills Bank/Futures Project, FUTURES, which provides a supportive atmosphere for people to voice their dreams, examine the effect of change in their lives, and to begin to set realistic goals with measurable outcomes for success. Participants explore career options, work with adult basic education tutors, and gain access to educational and social services. (JOW)

EJ 395 203 EC 220 648
Single Parenting: The Hardest Thing I've Ever Done. McAnaney, Kate Divine *Exceptional Parent;* v19 n5 p28-33 Jul-Aug 1989 (Reprint: UMI)
Descriptors: *Cerebral Palsy; *One Parent Family; Mothers; *Fatherless Family; Decision Making; *Family Relationship; *Coping

The mother of two boys, one with residual cerebral palsy and one nondisabled, discusses her single parent experiences. She outlines her initial refusal to accept help from family and friends, her original role as a "martyr-Mom," and the difficulties in making decisions alone and balancing attention between disabled and nondisabled siblings. (JDD)

EJ 381 013 SO 518 629
Single Parenting. Changes in Family Structures and Their Impact on the Upbringing and Education of Children and Adolescents—A Topic of Public Interest. Wagner-Winterhager, Luise *Zeitschrift fur Padagogik;* v34 n5 p641-56 Sep 1988
Descriptors: *One Parent Family; *Fatherless Family; *Family Structure; *Child Rearing; *Educational Responsibility; Educational Research; Social Science Research; Foreign Countries; Elementary Secondary Education
Identifiers: West Germany; Stress (Biological); Satisfaction

Concentrating on the situation in West Germany of single women with children, the author traces the apparent contradiction of a high level of stress and strain on one hand and a high potential for satisfaction on the other. Proposes sociopolitical and educational measures, arguing that tasks of education and bringing up of children in single-parent families deserve equal weight. (GEA)

EJ 374 501 UD 513 709
Why Does Family Homelessness Occur? A Case-Control Study. Bassuk, Ellen L.; Rosenberg, Lynn *American Journal of Public Health;* v78 n7 p783-88 Jul 1988 (Reprint: UMI)
Descriptors: Alcoholism; Child Abuse; Child Development; Child Neglect; *Children; Drug Abuse; *Family Characteristics; Family Financial Resources; Family Health; Family History; Family (Sociological Unit); *Fatherless Family; *Homeless People; Mental Health; Mother Attitudes; *Mothers; One Parent Family; *Parent Background; Parent Child Relationship; Poverty; Social Support Groups; Welfare Services
Identifiers: Feminization of Poverty

Compares 49 homeless with 81 housed female-headed families in Boston. The following variables are examined: (1) general characteristics of mothers and children, (2) mother's childhood, (3) mother's relationships, and (4) mother's health/mental health status. Solutions to family homelessness include housing provision, income maintenance, and assistance in rebuilding supportive relationships. (Author/BJV)

EJ 370 897 PS 515 742
Paternity Adjudication: In the Best Interests of the Out-of-Wedlock Child. Nichols-Casebolt, Ann *Child Welfare;* v67 n3 p245-54 May-Jun 1988 (Reprint: UMI)
Descriptors: *Children; *Illegitimate Births; *Fatherless Family; *One Parent Family; *Parent Responsibility; Childhood Needs; Parent Influence; Parent Attitudes
Identifiers: *Paternity Adjudication; *Childs Rights

Discusses the claim that little has been done by health, social work, and educational professionals to speak up about the fact that children born out-of-wedlock lack the economic and psychological benefits that attach to the right to legal paternity. (RWB)

EJ 352 387 EC 192 082
Methodological Caveats in the Assessment of Single-Parent Families of Handicapped Children. Bristol, Marie M. *Journal of the Division for Early Childhood;* v11 n2 p135-42 1987
Descriptors: *Disabilities; *Fatherless Family; *Intervention; *Negative Attitudes; *Stereotypes; Research Needs; Young Children; Social Attitudes; Child Caregivers; Parent Participation; Socioeconomic Influences; Coping; *Research Methodology; One Parent Family
Note: Paper presented at the Annual Handicapped Children's Early Education Conference (Washington, December, 1984).

Critical assumptions affecting the design of research and intervention for single-parent, mother-headed families of handicapped children involve: extent of father involvement, contribution to child-rearing of persons other than parents, socioeconomic differences between one-parent and two-parent families, heterogeneity of single-parent families, single-parenting of a handicapped child, and the deficit model of 'broken homes.' (CB)

EJ 342 087 UD 512 409
Who are the Young Absent Fathers? Lerman, Robert I. *Youth and Society;* v18 n1 p3-27 Sep 1986 (Reprint: UMI)
Descriptors: Age Differences; Blacks; *Early Parenthood; Family Characteristics; *Fatherless Family; *Fathers; Hispanic Americans; *One Parent Family; Sexuality; Whites; *Young Adults
Identifiers: *National Longitudinal Surveys

Collected data on young men, primarily aged 18-26, to discover common characteristics of those who became absent fathers. Compared statistics for Hispanic, Black, and White men regarding extent of absent fatherhood, difference between age cohorts, age of first sexual activity, number of children, family SES, academic performance, schooling, and employment. (PS)

EJ 332 659 CG 529 896
Home Environment of Three- to Six-Year-Old Children from Father-Absent and Two-Parent Families. Rosenthal, David; And Others *Journal of Divorce;* v9 n2 p41-48 Win 1985-86
Descriptors: *One Parent Family; *Mothers; *Family Structure; Nuclear Family; *Fatherless Family; *Family Environment; *Parent Child Relationship

Investigates differences in home environments between children from single- and two-parent homes. Data indicated similarities on all subscales between groups studied. Quality of the mother-child relationship in homes with different structures is similar one year following divorce, and researchers may look elsewhere for developmental differences found between the groups in previous studies. (Author/ABL)

EJ 323 328 CG 529 118
Community Parental Surrogates and Their Role for the Adolescent. Klyman, Cassandra M. *Adolescence;* v20 n78 p397-404 Sum 1985 (Reprint: UMI)
Descriptors: *Adolescents; *Athletic Coaches; *Adolescent Development; Fatherless Family; *One Parent Family; Role Models; Identification (Psychology)
Identifiers: *Rabbis; *Surrogate Parents

Explored community parental surrogates and their role for adolescents. The rabbi/tutor and coach/umpire help resolve oedipal issues and promote the establishment of cohesive self. Clinical vignettes illustrate how de-idealization by proxy may aid detachment from childhood love-objects and allow healthy partial identification with the same-sex parent. (Author)

EJ 309 505 CE 515 162
Working Mothers Reach Record Number in 1984. Hayghe, Howard *Monthly Labor Review;* v107 n12 p31-34 Dec 1984 (Reprint: UMI)
Descriptors: *Employed Parents; *Mothers; Females; *Full Time Equivalency; *One Parent Family; Labor Force; *Minority Groups; Divorce; Day Care; Fatherless Family; *Employed Women

Data collected about working mothers found that 20 percent more mothers worked in 1984 as worked in 1970; most mothers work full time; 56 percent of children under 18 have working mothers, and in 6.2 million families, the mother is the sole support of the family. (CT)

EJ 284 634 SO 511 353
The American Family in the Year 2000. Cherlin, Andrew; Furstenberg, Frank F., Jr. *Futurist;* v17 n3 p7-14 Jun 1983
Descriptors: Children; Divorce; Extended Family; *Family Life; Family Problems; Fatherless Family; *Futures (of Society); Marriage; Older Adults; One Parent Family; Population Trends; Remarriage

Family ties remain part of American life, but three kinds of American families will dominate in the years ahead: families of first marriages, single-parent families, and families of remarriages. Many related topics such as ethnic families, growing up in changing families, family obligations, and intergenerational relations are discussed. (NW)

EJ 275 894 CG 523 849
Social Support Systems and Academic Performance of Single-Parent Students. Roy, Crystal M.; Fuqua, Dale R. *School Counselor;* v30 n3 p183-92 Jan 1983 (Reprint: UMI)
Descriptors: *Academic Achievement; Adolescents; Childhood Needs; Children; Cognitive Ability; Elementary Secondary Education; Family Structure; *Fatherless Family; Literature Reviews; *One Parent Family; Research Needs; *Social Support Groups; Socioeconomic Status; Stress Variables

Investigated the mediating effects of social support on the academic achievement of children in single parent families. Parents and oldest school-age children completed questionnaires on demographic and support group information. Results indicated adequate social support may mediate negative effects of single parent family status on academic achievement. (PAS)

EJ 269 879 EA 515 737
Personal and Familial Adjustment as a Function of Family Type. Nunn, Gerald D.; Parish, Thomas S. *Phi Delta Kappan;* v64 n2 p141 Oct 1982 (Reprint: UMI)
Descriptors: *Adjustment (to Environment); Divorce; Elementary Secondary Education; *Family Characteristics; Fatherless Family; Nuclear Family; One Parent Family; *Parent Student Relationship; *Self Concept; *Student Adjustment; *Student School Relationship

Findings from a study of 633 students indicate that children from intact families are significantly better off in their personal and familial adjustment than are children whose fathers have died, who, in turn, are significantly better adjusted than are children from divorced families. (Author/MLF)

EJ 268 032 CG 523 072
Children's Viewpoints of Living in a One-Parent Family. Schlesinger, Benjamin *Journal of Divorce;* v5 n4 p1-23 Sum 1982
Descriptors: *Adolescent Development; Adolescents; *Childhood Attitudes; Children; *Divorce; Elementary Secondary Education; Fatherless Family; Foreign Countries; Literature Reviews; Mothers; *One Parent Family
Identifiers: *Canada

Reviewed literature dealing with one-parent families. Found few studies in which children living in one-parent families were interviewed about their lives. Studied 40 children, aged 12-18 years, living in middle class, urban, separated or divorced one-parent families. Highlights responses of children to four open-ended questions. (Author)

ED 333 209 CE 058 278

Single Parent/Homemaker Project Reports.

Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Pub Date—88

Note—507p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Ancillary School Services, Career Awareness, Career Choice, Day Care, *Displaced Homemakers, *Early Parenthood, Education Work Relationship, Fatherless Family, Fathers, Homemakers, Instructional Materials, Job Placement, Motherless Family, Nontraditional Occupations, *One Parent Family, *Parenthood Education, Parenting Skills, Pregnancy, Reentry Workers, Rural Areas, School Holding Power, Secondary Education, *Sex Fairness, Special Needs Students, Student Employment, Student Recruitment, Technical Assistance, Tutoring, Two Year Colleges, Workshops, Youth Problems

Identifiers—*Kentucky

Annual reports, project descriptions, and various other materials are provided for 35 projects. Most of the projects focus on homemaking; some are on sex equity. Project titles include: Single Parent/Adult Homemaker Reentry Program (Ashland Community College); Career Awareness Class for the Single Parent and/or Homemaker (Cumberland Valley Health Occupations Center); Project REWARD (Re-entering Education with a Real Determination) (Elizabethtown Community College); Single Parent Homemaker Project (Henderson Community College); Creative Horizons (Hopkinsville Community College); Single Parent/Homemaker and Elimination of Sex Bias and Sex Stereotyping Project (Hopkinsville High School); Coping as a Single Parent and Assuming My Role as a Single Parent in a Sex Bias Society (Laurel County High School); Another Chance (Logan County Board of Education); Displaced and Single Parent Homemaker (Madisonville Community College); Teen Parenting Information Book (Metcalfe County High School); Kentucky Divorce and Legal Separation Laws (Northern Kentucky University); Vocational Preparation for Single Parent/Homemakers in Northern Kentucky (Northern Kentucky University); Transitional Support Services Program (Somerset Community College); Teen Parent High School Project (Campbellsville Independent/Taylor County Boards of Education); Project HOPE (Trigg County Board of Education); Single Parent/Homemaker Workshop (University of Kentucky); Technical Assistance to Sex Equity Project Directors (University of Louisville); Task Assignment Sheets on Unique Needs of Single Parent/Homemakers (Western Kentucky University); The Unique Issues of the Male Single Parent (Western Kentucky University); and How to Recruit, Retain, and Place Single Parent/Homemaker Students (Vocational Education Region 5). (YLB)

ED 310 859 PS 018 251

Huston, Aletha C.

Consequences of Family Change for Children's Development.

Spons Agency—Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.

Pub Date—Apr 89

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, Children, Day Care, Employed Parents, *Family Environment, *Fatherless Family, Mothers, One Parent Family, *Poverty, *Sociocultural Patterns, Socioeconomic Influences

This paper discusses the implications of changes in the family environment on child development. Changes identified concern increases in the number and percentage of children who live in poverty, maternal employment in two-parent families, single-parent families, and the number of children in nonparental child care. Characteristics of poverty for children involve duration, race, one-parent families, and rural populations. Low income is associated with many negative outcomes for children, and income loss is an important contributor to problems experienced by mother-only families. The effects of these family variables are mediated and moderated by a range of child, family and environmental characteristics. Boys appear to be more vulnerable than girls to stressful events in the family. The age of the child is an important determinant of effects. Support systems in the extended family and community consistently emerge as important moderators of the negative effects of divorce, maternal employment, and nonparental care. A list of 24 references is included. (RJC)

ED 328 839 CG 023 145

Ciborowski, Paul J.

The Changing Family. Leader's Guide. Group Manual. Focus on Behavior--Series L. First Edition.

Pub Date—84

Note—127p.; Published by Stratmar Educational Systems, Inc., Port Chester, NY.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anxiety, Child Custody, *Childhood Needs, *Divorce, Emotional Adjustment, *Family Problems, Fatherless Family, *Group Activities, Group Counseling, Marital Instability, One Parent Family, *Parent Child Relationship, Remarriage, Stepfamily

This document contains a leader's guide for a program for children of divorce between the ages of 11 and 18, and a manual written for the children and adolescents participating in the program. The leader's guide contains an index to all 12 sessions and the activities for each session. Five units are included. (1) a summary of the state of the art of counseling theory related to divorce and stepfamilies; (2) counseling dynamics and techniques; (3) a discussion of group counseling; (4) the instructions and activities found in the group manual; and (5) a list of references and a glossary of divorce-related terms. The group manual provides a sequential series of group activities to assist young people in coming to terms with parental divorce. Unit 1 provides an overview of divorce and the feelings that young people are likely to experience as a result of it. Unit 2 discusses the role of groups in helping children to cope with the effects of their parents' divorce. Unit 3, the heart of the manual, includes a 12-session group program, with short readings for discussion, and suggested activities, both in the group and later on at home. Unit 4 provides references on divorce which are appropriate for young people, a glossary of terms related to divorce, and potential sources of assistance or referral. (TE)

ED 311 111 UD 026 997

Ross, Heather L. Sawhill, Isabel V.

Time of Transition: The Growth of Families Headed by Women.

Urban Inst., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.

Report No.—ISBN-0-87766-148-0

Pub Date—75

Grant—31607-D-74-02

Note—234p.

Available from—The Urban Institute, 2100 M Street, NW, Washington, DC 20037 ($9.00 paperback-ISBN-0-87766-148-0; $18.85 hardcover-ISBN-0-87766-149-9).

Pub Type— Books (010) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Family, Child Support, Family (Sociological Unit), *Family Financial Resources, *Family Structure, Fatherless Family, *Females, *Heads of Households, Marriage, *One Parent Family, Public Policy, Racial Differences, *Sex Role, Social Change, Social Problems, Welfare Services

Single parent families, usually headed by women, are transitional in two important senses: they frequently represent a transitional stage between marriages, and they are a symptom of the transition from a "distributive" family structure, in which a man provides resources for financially dependent women and children, to a form characterized by less specialized marital roles and more equal sharing of the physical care and financial support of children. This book examines the social and public policy implications of these changes. It is divided into seven chapters. Chapter 1, "Introduction," provides reasons for research and explanations for change. Chapter 2, "Families Headed by Women: Their Growth and Changing Composition," explores recent trends and family demography. Chapter 3, "Marital Instability," examines marriage from psychological, economic, and social perspectives. Chapter 4, "Race and Family Structure," discusses racial family differences and recent trends in female headedness among black families. Chapter 5, "Welfare and Female-Headed Families," examines the roles of eligibility, benefits, and incentives. Chapter 6, "What Happens to Children in Female-Headed Families?" evaluates existing knowledge and explores negative consequences for children. Chapter 7, "The Family in Transition," sums up the book's themes and suggests new directions for research and public policy. A bibliography is appended to each chapter. The book includes six appendices providing various types of statistical analysis, 50 statistical tables, and four figures. An author and subject index is included. (AF)

ED 328 836 CG 023 142

Rosenstein-Manner, Merle

An Evaluation of School-Based Support Groups for Children of Divorced or Separated Parents. No. 195.

Toronto Board of Education (Ontario). Research Dept.

Report No.—ISBN-0-88881-209-4; ISSN-0316-8786

Pub Date—Oct 90

Note—55p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Custody, Coping, *Divorce, Elementary Education, *Emotional Adjustment, Family Problems, Family Relationship, Fatherless Family, Foreign Countries, *Group Counseling, One Parent Family, *Peer Counseling, *Program Effectiveness, Program Evaluation, Remarriage, School Counseling, Social Support Groups

Identifiers—Canada, *Ontario (Toronto)

In the 1989-90 school year, POINT (Parents and Organizations in North Toronto) and Social Work Services, Toronto (Ontario) Board of Education, conducted six peer-support groups for those elementary school children (grades 5-8) in North Toronto whose parents were divorced or separated. Topics covered in 10 weekly 1-hour sessions included parental fighting, information provided to children by parents prior to divorce or separation, custody, visitation, parental dating, stepparents, and remarriage. The success of the program was evaluated by psychometric instruments to measure children's anxiety; questionnaires, and surveys of parents, teachers, and children in three of the six support groups were used, along with anecdotal information based on group leaders' experiences. Results indicated that many goals of developmental facilitation groups for children were realised, including: (1) normalizing the sense and experience of being a child of divorce; (2) clarifying divorce-related concerns; (3) providing a safe place for children to address emotionally painful aspects of parental divorce and post-divorce life; (4) communicating to parents the nature of children's concerns and conflicts; and (5) helping children share and develop coping skills. While children's measured anxiety did not decrease, their responses indicated that the groups were helpful to them in dealing with divorce and separation issues. Parents also reported positive changes in their children's home behavior, but teachers did not observe significant classroom behavior changes. Twenty-five references are included and instrumentation is appended. (TE)

ED 302 784 CG 021 342

Williams, Rebecca A. Compton, Bruce E.

Stress and Psychological Symptoms in Single and Dual Parent Families.

Pub Date—Aug 88

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescents, Comparative Analysis, *Coping, Fatherless Family, Intermediate Grades, Junior High Schools, Mothers, *Nuclear Family, *One Parent Family, *Stress Variables

Stress, coping, and psychological adjustment were compared in single (N = 37) and first-time married (N = 179) mothers and their young adolescent children. Adolescents completed their questionnaires in school and parents completed theirs at home. Questionnaires measured adolescent stress, behavior problems, perceived competence, and coping; parental stress, symptoms, and coping; and demographics. The results showed that single mothers reported more daily hassles related to economic, family, and personal health problems, and more symptoms of depression, anxiety, and psychoticism than did married mothers. Single mothers also reported using more coping strategies related to accepting responsibility and positive reappraisal. After controlling for level of family income, differences in family hassles and coping strategies remained significant, but differences in psychological symptoms only approached significance. No differences were found between children in these two family constellations on maternal reports of emotional/behavioral problems nor on children's self-reported emotional/behavioral problems, stressful events, coping, or perceived competence. (Author/NB)

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ED 302 601 UD 026 441

Wojtkiewicz, Roger A. And Others

The Growth of Families Headed by Women: 1950 to 1980. CDE Working Paper 88-31.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Pub Date—88

Grant—HD05876

Note—37p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Black Mothers, Divorce, *Family (Sociological Unit), Family Size, Family Structure, *Fatherless Family, *Heads of Households, *Mothers, *One Parent Family, *Racial Differences, *Social Influences, Whites

Identifiers—Feminization of Poverty

In recent decades the proportion of women with children who head their own households has increased dramatically. The following factors have contributed to this: (1) decrease in fertility; (2) increase in divorce; (3) increased propensity for women with children to establish independent households; (4) increase in remarriage; and (5) increase in nonmarital births. This paper uses United States Census data to analyze the impact of these major demographic components on the growth in female-headed families from 1950 to 1980. The findings indicate that for white women, the major source of growth has been the increase in the number of formerly married mothers, which results from higher divorce rates and, more recently, lower rates of remarriage. For black women, much of the early growth in female-headed households was caused by an increase in formerly married mothers, but recent growth has come from declines in marriage and increases in births to never-married women. Data are presented on ten tables and figures. A list of references is included. Decomposition equations and notes are provided in an appendix. (Author/BJV)

ED 302 600 UD 026 440

McLanahan, Sara Garfinkel, Irv

Single Mothers, the Underclass, and Social Policy. CDE Working Paper 88-30.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Jul 88

Grant—HD19375-03

Note—31p.; Conducted in part using facilities provided by a Population Research Grant (HD05876) from the Center for Population Research of the National Institute of Child Health and Human Development.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blacks, Day Care, Differences, *Economically Disadvantaged, Fatherless Family, *Females, Health Needs, Inner City, Labor Force, One Parent Family, Policy Formation, Program Development, Public Policy, Racial Differences, Regional Characteristics, Sex Differences, Social Services, Unemployment, *Unwed Mothers, Urban Demography, *Urban Problems, Welfare Recipients, *Welfare Services

Identifiers—*Feminization of Poverty

Although the vast majority of single mothers do not fit the description of an underclass, there is a small group of predominantly black single mothers concentrated in northern urban ghettos that is persistently weakly attached to the labor force, socially isolated, and reproducing itself. Although welfare programs are necessary for those who are failed by or who fail in (depending upon one's political perspective) the labor market and other mainstream institutions, too heavy a reliance upon welfare can facilitate the growth of an underclass. In contrast, aiding single mothers through more universal programs such as a child support assurance system, child care, health care, children's allowances, and a full employment macro-economic policy will retard the growth of an underclass. (BJV)

ED 291 482 PS 017 151

Quist-Pena, Karen Richard, Sherrill

Female Single Parents Expressed Needs for Content of Parent Education Programs.

Pub Date—[86]

Note—22p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Fatherless Family, *Mothers, *One Parent Family, *Parent Education, *Parent Participation, *Program Improvement, Questionnaires

Identifiers—*Support Services

This descriptive study, which was designed to improve the content of parent education programs, investigated perceived interests and needs of female single parents. Participants were 66 female, single, custodial parents between 20 and 44 years old with children 7 years of age or younger. The sample was drawn from mothers who were participating in family life education classes and whose children were enrolled full-time in on-campus child care facilities at community colleges in the urban Pacific Northwest. A 47-item questionnaire was developed to explore: (1) topics for parent education programs to address; (2) support such a program could offer; (3) factors influencing participation; (4) methods of information presentation; and (5) demographic variables. Findings indicated that mothers were interested in receiving instruction on several topics, including the understanding of children's emotional needs, effective disciplining techniques, methods of increasing effective communication, the process of learning how to deal with difficult issues, and ways to locate high quality child care. Mothers' interest in support services centered on programs offering recreational or stress-relieving activities and opportunities to locate male role-models for their children. Findings concerning program participation suggested a need for particular class schedules and indicated preferences for certain ways of presenting information. (RH)

ED 290 934 CE 049 637

Burge, Penny L.

Career Development of Single Parents. Information Series No. 324.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0081

Note—47p.

Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN324—$5.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Basic Skills, *Career Development, *Displaced Homemakers, Dropout Prevention, Educational Needs, Employment Problems, Family Life, *Fatherless Family, Fathers, Information Networks, Job Training, *Motherless Family, Nontraditional Occupations, *One Parent Family, Parenthood Education, Poverty, Prevocational Education, Self Concept, Sex Role

The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuch as they must reenter the work force; moreover, they face the additional career development hurdles of an external locus of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must often fill social roles for which they have not been prepared. Effective career development programs for these special needs groups need a variety of components, including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, challenges of combining work and family roles, nontraditional job skills, and parenthood education. Examples of successful programs that have been tailored to single-parent audiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and services, and newsletters geared toward single parents. (SK)

ED 288 067 CE 048 973

Towns, Kathryn And Others

PROBE: Empowering the Individual (A Case Study).

Pub Date—Oct 87

Note—9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Attitude Change, *Counseling Services, *Displaced Homemakers, Employment Potential, Fatherless Family, Females, Interpersonal Competence, Job Search Methods, Job Skills, *One Parent Family, Peer Groups, Postsecondary Education, *Reentry Students, *Reentry Workers, *Referral

The Potential Reentry Opportunities in Business and Education (PROBE) counseling and referral system is intended to help single parents and displaced homemakers gain greater control over their own lives, careers, and futures. PROBE began in 1975 as a campus-based program at Pennsylvania State University and became community based in 1977. PROBE, which is based on the premise of counseling for empowerment, involves three steps. The rapport that is initially established between a PROBE counselor and an individual client is transferred first to bonding within a peer group. This trust in a peer group is eventually transformed into a belief in one's own decision-making capabilities (thus reflecting a passage of trust from supportive counseling to peer group to self). PROBE is designed to provide clients with access to accurate and current information about themselves and their options; the support and skills necessary to make positive decisions, formulate plans, and implement them; and progress at their own individual rates of transition and development. PROBE offers eclectic and pragmatic client-centered counseling and has devised an intensive job preparation program (in the form of job readiness groups) that covers interpersonal, work-related, and job search skills. For the past 10 years, PROBE has had a success rate of more than 85 percent. Besides its direct services, PROBE also has an active research component. (MN)

ED 287 922 UD 025 835

Bartolomucci, Eileen M.

The Effect of Depressive Symptoms on the Quality of Parenting and Intimate Relationships in Single Black Women.

Pub Date—86

Note—57p.; Ph.D. Dissertation, University of Pittsburgh.

Pub Type— Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blacks, *Depression (Psychology), *Economically Disadvantaged, Family Environment, Fatherless Family, *Females, Interpersonal Relationship, Life Satisfaction, *One Parent Family, *Parent Child Relationship, Poverty

This study examines depressive symptoms in economically disadvantaged black single mothers involved in an intimate relationship with a male friend for at least six months. The effects of depressive symptoms on the following three dimensions of family functioning are evaluated: (1) quality of parenting; (2) quality of intimate relationships; and (3) the subjective experience of life strain. Results of the study indicate that depressed mothers see economic strain and child adjustment differently than non-depressed mothers. As the experience of economic strain increases, so does the positive aspects of the mother's relationship to her male intimate. Implications for future research are discussed. Appendices include copies of the survey tools. An extensive list of references is included. (PS)

23 BEST COPY AVAILABLE

ED 286 604 PS 016 795

Wynn, Ruth L. Bowering, Jean

Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.

Pub Date—Apr 87

Note—27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Divorce, *Family Life, Family Relationship, *Fatherless Family, *Nuclear Family, One Parent Family, Parent Responsibility, Preschool Children, *Television Viewing

Identifiers—Eating Out, Food Consumption, Food Preparation, Food Selection, *Meal Patterns, *Role Satisfaction

On the basis of published evidence of the negative effects of marital dissolution on homemaking and the implicit negative effects of father absence on mealtime, it was hypothesized that intact families and families with separated parents would differ in aspects of family life associated with food. Of particular interest were the subhypotheses that (1) separated or divorced mothers would be less satisfied with their roles as parents and homemakers; (2) their families' meal patterns would differ from those of intact families, and (3) more television viewing during the evening meal would occur in the absence of a second adult. A total of 18 married and 18 separated or divorced mothers of preschool children participated in the study. Data were collected through an exploratory questionnaire and a record of seven consecutive evening meals. Differences found between groups were relatively small, and results suggest that separated custodial mothers and their families are making practical adaptations to lifestyle change. However, the degree to which members of such families are vulnerable to health and nutritional risks requires further investigation. Specifically, the quality of food, rather than the arrangements concerning the preparation and consumption of meals, merits further attention. Married mothers catered to parental food preferences, while separated mothers emphasized those of the children. Some between-group differences in meal patterns were found. (RH)

ED 266 400 CG 018 880

Phelps, Randy E. Huntley, Debra K.

Social Networks and Child Adjustment in Single-Parent Families.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 85

Grant—MH-37977

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Divorce, *Emotional Adjustment, Fatherless Family, Mother Attitudes, *One Parent Family, Parent Child Relationship, Peer Relationship, Self Evaluation (Individuals), Sex Differences, *Social Networks, *Social Support Groups

While research with divorced adults has revealed a positive correlation between their social support networks and their adjustment after divorce, there has been little direct examination of the influence of the child's support network on the child's adjustment to parental divorce. The relationship of social network variables to child adjustment in one-parent families was examined in 119 6- to 10-year-old eldest children who were living with their separated or divorced custodial mothers. Mothers rated their children on the Revised Behavior Problem Checklist, and provided information about the child's quality and frequency of contact with various members of his or her social network. Children (N = 94) rated themselves on the Child Depression Inventory. Multiple regression analyses were conducted using one criterion variable (a measure of psychopathology of the child) and ten predictor variables (time since parents' separation; child's age; and both the quality and quantity of the child's contact with peers, other adults, the custodial mother, and the non-custodial father) for each analysis. The results revealed that only the network quality measures were significant predictors of child adjustment. Sex differences were also found, with boys' interactions with peers and the custodial mother more salient, while interactions with the non-custodial father and other adults were more salient for girls. (Author/NRB)

ED 297 861 PS 015 156

Sizemore, Michael R.

The Effects of Single-Parenting on Sex-Role Development: The State of the Art.

Spons Agency—Ball State Univ., Muncie, Ind.

Pub Date—Apr 85

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Family Influence, *Family Structure, *Fatherless Family, Literature Reviews, Meta Analysis, One Parent Family, *Personality Development, *Research Problems, *Sex Differences, *Sex Role

Current thought about the effects of single-parenting on children's sex-role development has supported (1) the traditional view that being raised in a single-parent home is deleterious to the well-being of children; (2) the conditional view noting that differences exist between children in father-absent and father-present homes (but only in particular situations or only in a subset of single-parent children); and (3) the conservative view that the literature is too inconsistent to draw sound conclusions. Application of Hedges' (1982) meta-analytic techniques to the literature indicates that for females no clear evidence exists for effects due to father-absence. Preschool father-absent boys made less stereotypical choices of toys and activities when compared to father-present age mates. They also were likely to have less masculine scores on projective measures, particularly those assumed to measure identification with father. Older father-absent boys showed more stereotypical overt behavior, especially aggression, when compared to father-present boys. Thus, the meta-analysis supports the conditional view. Future research concerning the relationship between single-parenting and the sex-role development of offspring must consider both the questionable usefulness of the father-absence paradigm and implications of the fact that sex-typing is multidimensional. (Author/RH)

ED 241 604 UD 022 819

Dawson, Patrice

The Effect of the Single-Parent Family on Academic Achievement. A Review of Related Literature.

Pub Date—81

Note—13p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Children, Delinquency Causes, Educational Status Comparison, Elementary Secondary Education, *Family Influence, *Fatherless Family, Intelligence Quotient, *One Parent Family, *Parent Role, Socioeconomic Status

This is a literature review on the effect of the single-parent family on the academic achievement of children from such households. It is argued that, historically, society has discriminated against children from single-parent families, especially those of divorced parents. Research is cited which shows that: (1) children from one-parent households have lower levels of socio-emotional development and academic achievement; (2) students from two-parent families have higher reading comprehension than do students from one-parent families; (3) the academic achievement of black children in one-parent families is lower than that of white children from similar families; (4) boys are more affected by divorce and manifest more "acting out" behavior than girls; (5) low income, which is characteristic of one-parent families, is a factor in the probability of daughters dropping out of high school; (6) the female head of household is often less skilled and educated than the average man who acquires custody of his children, and (7) the father's role (or lack of it) makes a difference in children's behavior, especially boys. The need for further research on one-parent families is stressed. (AOS)

ED 228 999 CG 016 626

Bray, James H. Anderson, Hillary

The Single-Parent Family: A Complex System.

Pub Date—Aug 82

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Counseling Techniques, Divorce, Family Counseling, Family Problems, Family Relationship, *Fatherless Family, Literature Reviews, Models, *One Parent Family, Role Conflict, Social Isolation, Social Support Groups, *Stress Variables

Single-parent families have increased dramatically over the past decade, and it is estimated that by 1990, half of all children will have spent at least some time in a single-parent family. This paper briefly reviews the literature dealing with some of the unique problems that single-parent, female-headed families face, including role overload, economic hardship, social isolation, feelings of loss and grief, and problems with the non-custodial parent. The effects of single-parent families on children are also explored, including behavior problems and depression. Several clinical vignettes are presented that exemplify some of the problems psychotherapists see when working with single-parent families. These problems and cases are viewed from a brief strategic therapy orientation model that assumes: (1) problems develop because of interactional rather than intra-psychic difficulties; (2) problems arise out of everyday interactions; (3) problems result from either over- or under-emphasis of an ordinary difficulty; (4) problems are maintained through repeated application of inappropriate or ineffectual solutions, and (5) interruption of inappropriate or ineffective solutions will eliminate the problem. (JAC)

ED 223 363 PS 013 218

Weinraub, Marsha Wolf, Barbara M.

Effects of Stress and Social Supports on Mother-Child Interactions in Single and Two-Parent Families.

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.; Temple Univ., Philadelphia, Pa.

Pub Date—Sep 82

Grant—R01-MH-HD-32189

Note—37p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Coping, *Fatherless Family, *Interaction, Intervention, Mothers, *Nuclear Family, One Parent Family, Parent Child Relationship, Preschool Children, Social Networks, *Social Support Groups, *Stress Variables

Identifiers—*Parenting

Twenty-eight mother-child pairs - 14 single parent mothers and their preschool children and a matched group of married women and their children - were observed in order to investigate four questions concerning potential differences in the mother-child interactions, life circumstances, and social supports. These questions are (1) Do mother-child interaction behaviors differ in single parent and two-parent homes? (2) Do single parents face more stresses and life changes and have fewer social supports and community ties than do married mothers? (3) Do single parents differ from married women in how well they cope with the stresses and responsibilities in their lives? and (4) How do external stresses, life circumstances and social supports affect the functioning of single and married mothers? Results are discussed. Further, implications of the results for theoretical descriptions of the effect of social networks and maternal adjustment on child development are considered, as are implications for intervention. (Author/RH)

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EJ 319 420 UD 511 617

Youth and Poverty: An Empirical Test of the Impact of Family Demographics and Race. Rodgers, Harrell R., Jr. *Youth and Society;* v16 n4 p421-37 Jun 1985 (Reprint: UMI)

Descriptors: Demography; *Economic Factors; Family Structure; *One Parent Family; *Poverty; Unemployment; *Youth; Public Policy; *Fatherless Family; Racial Differences

Reports that poverty among American youth increased between 1959 and 1982. Suggests that this was a combined effect of high unemployment, cuts in social welfare programs, and, most significantly, the increase in households headed by single women. Presents statistics on family demographics, race, and income, and calls for more supportive public policies. (KH)

ED 300 501 UD 026 498

Ruggles, Patricia

Short Term Fluctuations in Income and Their Relationship to the Characteristics of the Low Income Population: New Data from the SIPP. Project Report 3751-02.

Urban Inst., Washington, D.C.

Spons Agency—American Association of Retired Persons, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Mar 88

Grant—NSF-SES-87-13643

Note—44p.; Also supported by the Bureau of the Census.

Available from—The Urban Institute, 2100 M Street, N.W., Washington, DC 20037 ($6.00 prepaid).

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, *Business Cycles, Economic Factors, Employment Experience, *Employment Patterns, *Family Income, Fatherless Family, One Parent Family, *Poverty, Racial Differences, Unemployment, Welfare Services

Identifiers—Feminization of Poverty

This paper compares the characteristics of those experiencing short spells of low income with those having longer spells. Data from the 1984 panel of the Survey of Income and Program Participation (SIPP) was examined. It was found that short spells--less than six months--are quite common, and make up a substantial proportion of all poverty spells. About 30 percent of the population as a whole has at least one month with an income of less than the poverty level (adjusted to a monthly basis) over an observable period of 16 months. About half of those entering poverty leave within the first three months, and about 80 percent leave within six months. The probability of leaving poverty was highly related to the probability that someone in the family would begin earning again in the near future. Specifically, families with a member who had recently become unemployed were particularly likely to leave poverty quickly, since most unemployed persons with previous earnings find re-employment fairly rapidly. Conversely, those who were less likely to have earnings in the recent past--female-headed families (especially with children) and the elderly--were more likely to have longer spells of poverty. Those seen to be poor on a cross-sectional basis contained a larger proportion of longer-spell cases than did the cohort of poverty entrants, although even those poor on a cross-sectional basis were in the midst of a spell that lasted less than six months. Age and racial differences in poverty duration are discussed. Data are presented on nine tables. A list of references is included. (BJV)

ED 327 684 CE 056 661

Off Welfare, Into Work.

Business Council for Effective Literacy, New York, NY.

Pub Date—Jan 91

Note—4p.

Journal Cit—BCEL Newsletter for the Business and Literacy Communities; n26 p1,6-7 Jan 1991

Pub Type— Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Community Organizations, *Demonstration Programs, Displaced Homemakers, Economically Disadvantaged, Employment Programs, *Fatherless Family, *Job Training, Low Income Groups, Minority Groups, *Mothers, One Parent Family, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Welfare Recipients, Womens Education

Identifiers—Family Support Act 1988, Job Opportunities and Basic Skills Program, Minority Female Single Parent Demonstration Proj, Rockefeller Foundation

Concerned with the increasing feminization of poverty, the Rockefeller Foundation launched in 1982 a $12 million welfare-to-work research and demonstration project, presently midway into a 5-year evaluation. The Minority Female Single Parent Demonstration project involved four community-based organizations: Atlanta Urban League (Georgia); Opportunities Industrialization Center of Providence, Rhode Island; Wider Opportunities for Women, District of Columbia; and Center for Employment Training (CET), San Jose, California. Although the first three projects produced discouraging results, CET had dramatic results. Findings were the result of random assignment testing, the most rigorous technique known for measuring the effect of a specific program. After spending less than 1 year in the program, more participants got jobs, better jobs, and substantially higher wages than participants in the other programs, and they did better than a CET control group. CET's success was based on the immediacy of its job training, fitting in needed basic skills instruction. Analysis indicated that CET's program differed from the others by the form in which the training was delivered. Key successful features were no tests; no waiting (open entry and open exit); integrated instruction; ties to the labor market; child care; and one-stop, comprehensive services. (YLB)

ED 329 430 RC 018 039

Cawley, Eleanor K.

Rural-Urban Differences in Employment, Household Composition, and Poverty Status among Single Mothers.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Pub Date—89

Note—93p.; M.S. Thesis, University of Wisconsin-Madison.

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Census Figures, Dependents, *Employment Level, Family Characteristics, Family Income, *Family Structure, Fatherless Family, Heads of Households, *Mothers, *One Parent Family, *Poverty, Rural Family, *Rural Urban Differences

Using 1980 Census data, this study examined household composition and labor force participation for single mother households in urban and rural areas. The study used Census data on a representative random sample of 5,712 female headed family households. Variables studied were rural-urban status, household composition, labor force participation, and poverty status. The study controlled for race, education, marital status, and age. A descriptive analysis of the data used crosstabulation, group means, and proportions in poverty, while multivariate analysis methods were multiple classification analysis and least squares multiple regression analysis. Significant findings were: (1) single mother households in small town and rural areas experience poverty levels as high or higher than those in central city and suburban areas; (2) extra adults living in the household and earnings from employment of these extra adults are both associated with decreased family poverty levels; and (3) employment of the single mother is the most important variable associated with decreased family poverty. Policy recommendations include wage equity policies across geographic areas, increased levels of support from absent fathers, and assistance with costs of day care and health care for single parents. This paper contains 9 data tables and 54 references. (KS)

IV. ONE PARENT FAMILY & MOTHERLESS FAMILY

EJ 290 693 SP 513 455
Single Fathers: A Growing Minority in America. Chng, Chwee Lye; Gray, Bryan James *Health Education*, v14 n7 p37-40 Nov-Dec 1983
Descriptors: *One Parent Family; *Fathers; *Motherless Family; *Health Education; *Teacher Role; *Helping Relationship; Elementary Secondary Education; Parent Child Relationship; Family Characteristics; Parent Role; Males

Health educators can play a vital role in helping provide emotional and social support for single fathers, in helping prepare their children for parent roles, and in educating the community about needs of these parents. Special characteristics and needs of single-father families are discussed. (PP)

EJ 303 996 CS 729 902
Love, Loss, and Seeking: Maternal Deprivation and the Quest. Jenkins, Sue *Children's Literature in Education*; v15 n2 p73-83 Sum 1984 (Reprint: UMI)
Descriptors: *Childrens Literature; *Authors; One Parent Family; *Fantasy; *Emotional Experience; Influences; Motherless Family; Parent Child Relationship; *Grief; *Literary Criticism
Identifiers: *Maternal Deprivation; MacDonald (George); Lewis (C S); Tolkien (J R R)

Examines the effect of maternal deprivation on the stories of George MacDonald, C. S. Lewis, and J. R. R. Tolkien. (HOD)

EJ 420 502 RC 508 157
Rural Single Father Families: Emerging Issues and Needs. Hurn, Jannah J. *Human Services in the Rural Environment;* v14 n2 p19-22 Fall 1990 (Reprint: UMI)
Descriptors: *One Parent Family; *Rural Family; Rural Areas; *Motherless Family; *Fathers; Surveys; Sociocultural Patterns; Case Studies; Social Services; Social Work; Adjustment (to Environment); Emotional Adjustment; Social Adjustment; Farmers

Profiles rural single-parent father family through three case study surveys. Focuses on fathers' adaptation to change, their use of outsider resources, and specific needs. Suggests services be seen in context of common rural economic stress. Suggests approaches and social services for these and other rural families. (TES)

V. NONTRADITIONAL STUDENTS & VOCATIONAL EDUCATION

ED 341 313 HE 025 205
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Maui, Hawaii. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Kahului, Maui, HI, July 2, 1991).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Report No.—ISBN-0-16-037123-6
Pub Date—91
Note—184p.; Serial No. 102-68. Some pages may not reproduce well due to small and light print.
Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Access to Education, *Community Colleges, Cooperative Education, Family Financial Resources, *Federal Legislation, Federal Regulation, Higher Education, Low Income Groups, Nontraditional Students, One Parent Family, Politics of Education, Postsecondary Education, Records (Forms), *Student Financial Aid, Vocational Education
Identifiers—*Hawaii (Maui), *Higher Education Act 1965, Sea Grant Program, University of Hawaii Maui Community College
This hearing, one in a series, on the reauthorization of the Higher Education Act of 1965, was held on Maui, Hawaii, to hear public testimony from educators, students, parents and members of the public at large. The first panel consisted of professionals and administrators from local community colleges addressing the needs, clientele, and mission of local community colleges; regulations; processing; and requirements surrounding the administration of federal financial aid. A second panel included Michael Luxton, Alvin Tagmori, Wallette Pellegrino, and Lois Greenwood-Audant, all of Maui Community College, with Rose Pfund of the University of Hawaii speaking on such issues as the continued need for and benefits of the Higher Education Act for low income individuals, cooperative education under Title VIII, the Visitor Industry Training and Education Center, and Sea Grant Programs. The final panel included Steven Miller of the Associated Students of the University of Hawaii; Jim Smith, citizen; Kelly VanBlarcom, Sheila Bruening, and Shelly Hao, students from Maui Community College; and Priscilla Mikell, a counselor. Their testimony addressed concerns of non-traditional students including their financial needs and the politics of education. Also included are additional prepared statements as well as relevant published material and correspondence. (JB)

EJ 353 794 EA 521 013
Enterprise High: Helping School Dropouts Become Self-Supporting Adults. Benedict, Richard R.; And Others. *Educational Leadership*; v44 n6 p75-78 Mar 1987 (Reprint: UMI)
Descriptors: Secondary Education; *Dropout Prevention; *Nontraditional Education; Educational Development; *Educational Innovation; Vocational Education; *Nontraditional Students; *Educationally Disadvantaged
Identifiers: Enterprise High MI
Describes the Enterprise High (Michigan) program for school dropouts. Supported by the United States Department of Labor, the program centers on teaching students how to earn a living and how to manage life. Includes an outline of the school's basics and references. (MD)

EJ 388 217 CE 520 284
Alternate Delivery: Strategies for Vocational Education. Parks, Martin. *Wisconsin Vocational Educator*; v13 n2 p2-3 Spr 1989 (Reprint: UMI)
Descriptors: *Nontraditional Students; *Vocational Education; *Delivery Systems; Teaching Methods; Microcomputers; *Audiovisual Communications; Access to Education
Alternative delivery strategies help guarantee success and opportunity to learners who do not fit the mold of the traditional student. Improving the delivery of vocational education may require only consideration of available resources to maximize program offerings. (JOW)

EJ 417 933 CG 538 381
Student Services and Retention for Welfare Students. Lieberman, Nancy; Vaughn, Suzanne A. *NASPA Journal*; v27 n4 p281-86 Sum 1990 (Reprint: UMI)
Descriptors: *Vocational Training Centers; *Vocational Education; *Vocational Rehabilitation; *Welfare Recipients; *Family Programs; Program Descriptions; Public Agencies; Federal Programs; Program Effectiveness; Poverty; Economically Disadvantaged; Low Income Groups; College Students; Higher Education; Nontraditional Students; Academic Persistence
Identifiers: Public Assistance Comprehensive Education
Describes the Public Assistance Comprehensive Education (PACE) program, a vocational training program established for individuals receiving Aid to Families with Dependent Children. The PACE program was designed to assist public assistance recipients with many financial and personal problems in obtaining education and jobs. (TE)

EJ 412 672 CE 521 737
New Students, New Challenges. Harper, Robert. *Vocational Education Journal*; v65 n5 p28-29 Sep 1990 (Reprint: UMI)
Descriptors: Postsecondary Education; *Vocational Education; *Nontraditional Students; Adult Education; *Special Needs Students; Disabilities
Identifiers: North Florida Junior College
In the mid-1980s, North Florida Junior College began recruiting and drawing students with special needs and nontraditional backgrounds. In particular, the college became a postsecondary vocational center for the hearing impaired. Faculty found that, in spite of the challenges, teaching became more exciting and rewarding. (JOW)

ED 339 914 CE 059 880
Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 1. Priorities for Action.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-250-7
Pub Date—[91]
Note—81p.; For a related document, see CE 059 881.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Access to Education, Ancillary School Services, College Admission, Distance Education, Educational Administration, *Educational Innovation, Flexible Progression, Flexible Scheduling, Foreign Countries, Marketing, *Nontraditional Education, Nontraditional Students, Postsecondary Education, Relevance (Education), *Technical Institutes, Vocational Education
Identifiers—*Learner Centered Instruction, *United Kingdom
This report focuses on the development of flexible learning in colleges of further education in Great Britain. An introduction considers the national context, including the advent of National Vocational Qualifications, and the subsequent transition to flexible, learner-centered colleges. Section 1 describes the features of a flexible, accessible, and learner-centered college, organized to meet the needs of individuals, and compares these features with those of a college organized on the basis of groups of students enrolling in conventional courses. Information is presented in the form of a checklist to enable colleges to profile their current ability to provide flexible access to learning for individuals. Topics include marketing and outreach, threshold services, flexible access to learning, flexible access to assessment and accreditation, supporting learning, and infrastructure. Section 2 describes key factors, barriers to progress, and transitional issues currently faced by colleges when attempting to widen access to learning and accreditation. They are grouped under three major headings--strategic management, curriculum management, and operational management--and illustrated by extensive case studies of current practice. Section 3 provides a summary of significant inhibitors to progress, with recommendations for action at a local or national level. (YLB)

ED 333 959 JC 910 358
Regional Gender Equity/Single Parent Workshops Project.
McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—91
Note—144p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Community Colleges, Equal Education, Females, Inservice Teacher Education, Intercollegiate Cooperation, *Nontraditional Students, One Parent Family, Program Design, Program Evaluation, Program Implementation, Resource Materials, School Holding Power, *School Personnel, *Sex Fairness, *Shared Resources and Services, Teacher Workshops, Two Year Colleges, *Vocational Education, Workshops
Identifiers—*California Community Colleges
The 107 California Community Colleges (CCC) are organized into 9 regions, each served by a regional Gender Equity/Single Parent Coordinator. The role of the coordinators is to improve communications and facilitate resource sharing among the colleges within their region in order to address the needs of and expand services provided to single parents and other nontraditional students. In addition, coordinators work with a task force of representatives from the region's colleges to identify in-service priorities to help vocational education personnel increase enrollment and retention of nontraditional and single parent students in vocational education. Between December 1990 and May 1991, the regional coordinators designed, promoted, conducted, and evaluated eight highly individualized workshops for vocational education instructors, administrators, counselors, and support services staff. Workshop topics included the following: recruitment of more women and single parents into vocational education programs; successful teaching strategies to promote gender equality; and defining equity. This report describes the planning and content of the workshops, and presents the results of workshop evaluations. In addition, the report reviews the roles and responsibilities of the coordinators and details the activities undertaken by the CCC in the appointment and training of coordinators. Appendixes provide a roster of colleges by region; regional coordinator meeting outcomes; regional meeting evaluations; workshop planning procedures; workshop evaluation summaries; and participant summaries. (PAA)

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ED 328 673 CE 056 254

Bowen, Barbara A. Farwell, Susan

Wisconsin Model for Sex Equity in Career and Vocational Education. Bulletin No. 0680.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—90

Note—334p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Career Education, Educational Planning, *Equal Education, Females, *Models, *Nontraditional Occupations, Nontraditional Students, Program Development, Program Implementation, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Vocational Directors, *Vocational Education

Identifiers—Wisconsin

This publication presents district administrators and staff with a model for developing and implementing a career/vocational equity program. Chapter 1 presents an overview of the model and suggests a program framework. Chapters 2 through 5 address the first four of five phases of the model. Chapter 2 provides background and information needed to build commitment for and give direction to the local vocational equity program. Chapter 3 explains the process for conducting an equity needs assessment in the local district. Chapter 4 addresses planning. Chapter 5 outlines the student competencies on which the model focuses as well as the school actions needed to fulfill the competencies. It offers seven major strategies to help the local planning team develop an effective vocational equity plan. Chapters 6 through 12 detail the seven strategies and their corresponding activities. Tips, cautions, and examples for each are given. The strategies are promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement. Chapter 13 focuses on evaluation, the final phase of the model. Appendixes, amounting to over 100 pages, include support materials, sample forms, surveys, data collection charts, data tabulation worksheets, analysis guide sheets, and 31 references. (YLB)

ED 304 564 CE 052 095

Imel, Susan

Nontraditional Occupations: A Status Report. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Displaced Homemakers, Educational Research, Enrollment Rate, *Enrollment Trends, Equal Education, Females, Males, *Nontraditional Occupations, Nontraditional Students, *Occupational Home Economics, *Office Occupations Education, Postsecondary Education, Secondary Education, *Sex Fairness, *Trade and Industrial Education, Vocational Education

To assess the effect of the efforts to encourage the selection of nontraditional occupations, Vetter examined the extent of change in enrollment patterns of girls and women in vocational education for the period 1972-82. In the traditionally male programs of agricultural, technical, and trade and industry education, the number and percentage of female students had increased. The growth was primarily due to increased enrollment of women in such traditional programs as cosmetology (categorized in trade and industry) and in data processing (technical), although increases were documented in such trade and industry areas as commercial photography, drafting, graphic arts, and law enforcement. The traditionally female areas of occupational home economics and office occupations showed an increase in male student enrollment. Despite the advances in nontraditional enrollments, women and men who enroll in nontraditional programs faced a number of problems, including sex bias and stereotyping; harassment; lack of support by family, school personnel, and peers; lack of guidance programs; lack of role models; and job placement. (Twenty-seven print resources provide more information about nontraditional occupations and vocational education. Groups and organizations that support entry into nontraditional occupations are listed.) (YLB)

ED 313 929 FL 800 054

Wermuth, Thomas R. Maddy-Bernstein, Carolyn

Exemplary Career/Vocational Education Programs for Special Populations.

Pub Date—14 Oct 89

Note—13p.; Paper presented at an International Conference of the Council for Exceptional Children's Division on Career Development (5th, October 14, 1989).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adults, *Disabilities, *Disadvantaged, Dislocated Workers, Displaced Homemakers, Dropouts, English (Second Language), Immigrants, Individual Needs, Limited English Speaking, *National Surveys, Nontraditional Students, One Parent Family, Prisoners, *Program Design, *Program Effectiveness, Research Methodology, Vocational Directors, *Vocational Education, Vocational Education Teachers, Youth

The Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education (University of Illinois site) undertook a national survey of professionals in vocational education for special needs students to determine how they identify effective programs. Of 500 questionnaires distributed, 366 were returned. Respondents hold a variety of positions in diverse educational settings, most at the secondary level. The primary group of special needs students served were those with disabilities, but also included disadvantaged, dropouts, single and teen parents, limited-English-proficient individuals and immigrants, nontraditional students, displaced homemakers, dislocated workers, and prisoners and offenders. Respondents rank-ordered five elements of outcome-related evidence believed to be most credible in judging program effectiveness. Based on this information, 19 components of exemplary programs were categorized as concerning program administration, curriculum instruction, comprehensive support services, formalized articulation and communication, or occupational experience. These factors will be used in a national search for exemplary programs, and are currently being pilot-tested at six sites. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 303 639 CE 051 905

Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers.

University Council for Vocational Education.

Pub Date—Nov 88

Note—135p.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($9.50).

Pub Type— Collected Works - General (020) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum, Educational Needs, *Educational Policy, Educational Research, *Educational Trends, Education Work Relationship, Futures (of Society), *Instructional Improvement, Nontraditional Students, Postsecondary Education, Secondary Education, Staff Development, *Teacher Education, Training, *Vocational Education, *Vocational Education Teachers

This monograph examines issues central to a number of education reform proposals for secondary and postsecondary vocational education. Nine papers, chosen by a jury of the University Council for Vocational Education, are included: "Changing Workplace–Changing Education" (Douglas C. Smith); "Vocational Teacher Education: Emerging Patterns for General Studies, Academic Majors, and Professional Education" (Steve Tozer, Robert E. Nelson); "Considerations for Vocational Teacher Education Reform" (Roger Luft, Mary E. Zimmerer, Lydia Z. Kercher); "Establishing Linkages for Vocational Teacher Education Reform" (Sharon O'Neil, John Washburn); "The Knowledge Base for the Redesign of Vocational Teacher Education" (Mildred Barnes Griggs, Catherine Burnham); "Forces Affecting the High School Curricula and Their Implications upon Vocational Teacher Education" (Jack Rudolph, Betty Fry, Lowell Barr); "Implications of Increasing Numbers of Nontraditional Students for Vocational Teacher Education Reform" (Robert E. Nolan, William R. Venable); "The Place of Training and Development in Vocational Teacher Education: A Strategic Opportunity?" (James A. Leach, Dale T. Snauwaert); and "Influencing Vocational Teacher Education Policy through Research" (Richard L. Lynch). (KC)

ED 311 227 CE 053 214

LaBrecque, Summie V. And Others

Resource Manual of Jointly Planned/Funded Programs/Services/Activities To Serve Special Populations.

Indiana Univ., Bloomington. Inst. for Urban Transportation.

Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Jun 89

Note—142p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, Apprenticeships, *Cooperative Programs, *Coordination, Disabilities, *Employment Programs, *High Risk Persons, Job Training, Labor Force Development, Nontraditional Students, Postsecondary Education, *Program Administration, Program Descriptions, Rehabilitation Programs, Transitional Programs, Vocational Education, Work Experience Programs, Young Adults

Identifiers—Adult Education Act, Education Consolidation Improvement Act Chapter 1, Education of the Handicapped Act 1970, Job Training Partnership Act 1982, Rehabilitation Act 1973, *Texas

This document is intended to aid those in Texas doing joint planning of vocational and technical education programs with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act, Chapter I of the Education Consolidation and Improvement Act, the Education of the Handicapped Act, the Rehabilitation Act of 1973, and apprenticeship training programs. The document is the result of an assessment of the impact of two regional workshops that were held in 1987-88 and 1988-89 to inform postsecondary personnel of the need for and process of joint planning. Section 1 provides a list of programs, services, and activities that were in place in 1988-89 as a result of the workshop conducted early in 1988. Twelve jointly planned programs for at-risk youth and hard-to-serve adults and those exclusively for hard-to-serve adults are described. Provided are contact person, program goals, program description, and evaluation information. Section 2 provides a listing and brief description of programs, services, and activities that have been planned and are using or expect to be using multiple resources for implementation as a result of the 1988-89 workshops. The 64 programs serve the handicapped, at-risk youth and hard-to-serve adults. Program descriptions include information on contact persons, program goals, target populations, planned activities, and resources. (CML)

ED 298 332 CE 050 910

Lowless, Bill E. And Others

Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual.

North Texas Univ., Denton. School of Human Resource Management.

Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—Jun 88

Note—195p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Nontraditional Occupations, *Nontraditional Students, Postsecondary Education, *Program Development, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Technical Education, *Vocational Education, Womens Education

This manual was developed to assist postsecondary administrators, faculty, staff, and students by providing materials specifically designed to eliminate sex bias and stereotyping of students and to recruit students into nontraditional careers and vocational-technical programs. The manual is organized in six sections. The first section introduces the problem of sex discrimination in education and employment and substantiates the need for methods of promoting sex equity. Section II documents the process of becoming aware of the need for sex equity, and Section III provides a program model for planning a program to promote sex equity in vocational education. Section IV outlines the role of the counselor; Section V presents strategies for creating a program to improve sex equity. The final section lists resources, such as agencies, articles and periodicals, books, films, pamphlets, videos, and contacts that can be useful in building a sex-fair vocational education program. Extensive appendixes contain materials for use in workshops on sex equity. (KC)

ED 291 926 CE 049 775

The Accessibility of Vocational-Technical Education to Secondary and Postsecondary Students Including: Gender and Racial/Ethnic Composition and Special Populations.

Michigan State Advisory Council for Vocational Education, Lansing.

Pub Date—87

Note—59p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Asian Americans, Blacks, Disabilities, Dislocated Workers, Displaced Homemakers, *Enrollment, *Exceptional Persons, Females, Hispanic Americans, Males, *Minority Groups, Nontraditional Occupations, *Nontraditional Students, Postsecondary Education, Program Improvement, Secondary Education, *Vocational Education, Whites

Identifiers—*Michigan

To comply with the Carl D. Perkins Vocational Education Act of 1984 requirements, the Michigan State Advisory Council for Vocational Education reviewed data from the Michigan Department of Education to determine the accessibility of vocational education to secondary and postsecondary students as it relates to enrollments. The evaluation component also included the gender and racial/ethnic composition of students currently participating in vocational education, as well as the participation of special populations (handicapped, disadvantaged, adults, single parents/homemakers, students in nontraditional programs, and criminal offenders). The study found significant differences in accessibility of vocational education to students, based on geographical location. It also found that the enrollment of females and males in vocational education appears to be balanced, although this may be due to various areas balancing each other. Overall, trends in secondary education seem to be in the direction of enrolling students in programs that are nontraditional to their gender, although progress in this direction is much slower in postsecondary education. The study also found that vocational education at both levels is serving minorities in proportion to the statewide high school population; however, enrollments vary by program areas. Finally, the study found that only limited numbers of persons are being served in any of the special population categories (Author/KC)

ED 284 806 CE 047 719

Feller, Rich

A Guidebook to "A Better Way": Serving Special Needs, Non-traditional Students and The Perkins Vocational Education Act.

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Oct 86

Note—36p.

Available from—A Better Way, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Counselor Training, *Disabilities, *Disadvantaged, Education Work Relationship, Human Services, Inservice Education, Inservice Teacher Education, *Limited English Speaking, Nontraditional Students, Postsecondary Education, Secondary Education, Special Education, *Staff Development, *Vocational Education

Identifiers—*Carl D Perkins Vocational Education Act 1984, *Special Needs Students

This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students. The guidebook provides information to enable educators, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together, these materials increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service assurances required by the Act. Topics include questions regarding provision of special services to disadvantaged and handicapped students; the Carl Perkins Vocational Education Act; a historical perspective; identification of special needs students; vocational education for disadvantaged students and students with handicaps; role and responsibilities of counselors, school psychologists, placement personnel, vocational special needs/resource personnel, teachers/instructors, administrators, and parents/guardians; information for adult and postsecondary students; the state's role and government contact people; agency coordination; and promotion of change. The materials on parents/guardians and students are available in English and Spanish. (YLB)

ED 279 902 CE 046 691

Jayne, Keith Buckley-Dawn, Deborah

Eliminating Sex Bias and Sex Stereotyping. Inservice Program for Administrators, Counselors, and Teachers. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Pub Date—Aug 86

Note—147p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Attitudes, Attitude Change, Behavioral Objectives, Counseling Techniques, Educational Legislation, *Inservice Education, Learning Activities, Lesson Plans, Nontraditional Students, Postsecondary Education, Program Development, Self Evaluation (Individuals), *Sex Bias, *Sex Fairness, *Student Placement, *Student Recruitment, Teacher Attitudes, Teaching Methods, *Vocational Education

This guide is intended for use in conducting a two-day inservice program to train school administrators, counselors, and teachers in identifying and eliminating sex bias and stereotyping. Lesson plans are provided for addressing the following objectives: develop an awareness of personal values related to sex bias and stereotyping, identify manifestations of sex discrimination and bias, review data on sex patterns in participation in the paid work force, discuss major legislation related to sex discrimination, assess the progress of efforts to implement Title IX and II legislation, identify influences on vocational choices, identify barriers to recruiting students into nontraditional programs, strengthen skills in identifying sex bias and discrimination in vocational education, discuss reasons for sex-affirmative programs, increase skills in formulating sex equity programs, and develop action plans for placing nontraditional students. Each lesson plan includes training and enabling objectives, a list of materials needed, and an information outline. Appendixes contain 18 handouts (including a survey of sex role attitudes, sample pro and con situations, guidelines for assessing sex equity in vocational education programs, a knowledge quiz, information on the influences on the educational choices of males and females, guidelines for developing a plan to recruit students into vocational training programs that are nontraditional for their sex, information on sex-fair supervising, and guidelines for mutual action planning to enhance the placement of nontraditional students); 17 transparency masters; 6 role play situations; a sample agenda, an evaluation form; and references. (MN)

ED 255 700 CE 041 173

Changing the Focus: Women and FE. An FEU View.

Further Education Unit, London (England).

Report No—ISBN-0-946469-28-8

Pub Date—85

Note—30p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Adult Education, Affirmative Action, *Continuing Education, Educational Policy, *Equal Education, Foreign Countries, High School Equivalency Programs, Job Training, Nontraditional Students, Policy Formation, Postsecondary Education, Sex Discrimination, *Sex Fairness, Vocational Education, *Womens Education

Identifiers—*England

This brief policy statement by the Further Education Unit (FEU) in London, England, describes the way in which the FE system should relate to the needs and potential of women. The document restates a catalogue of deficiencies in this area, and then refers to previous and ongoing FEU work. Against this background, the statement analyzes some of the FE curricular issues that reflect progress and/or deserve more attention. In part, this statement is a response to the recommendations of the recent report of the Women's National Commission ("The Other Half of Our Future," extracted in this booklet). There is little doubt that if the FE system is to play a more effective role in the education and training of women, then educational policy makers need to appraise the content, design, delivery, and management of the curricula, from traditional education to the new technologies. The statement suggests that a starting point for those who have not already done so is to develop an appropriate equal opportunities policy. For those local authorities and colleges who have such a policy, this statement is intended to confirm their initiative and encourage further action. (KC)

ED 332 012 CE 057 960

Johnson, David R.

Formulating a Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 91

Contract—V051A80004-88A

Note—81p.

Available from—NCRVE Materials Distribution Service, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455 (order no. MDS-217: $4.50).

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Persistence, Adult Students, Dropout Characteristics, *Dropout Research, Dropouts, Educational Research, Literature Reviews, *Models, *Nontraditional Students, Postsecondary Education, *Student Attrition, Student Characteristics, Two Year Colleges, *Vocational Education

Few studies have been conducted on nontraditional student attrition in postsecondary vocational educational programs. This lack of attention is due to methodological limitations, lack of priority on data collection in vocational education, and lack of perceived need for research. The conceptual model of student attrition in postsecondary vocational education proposed in this paper is is adapted from other conceptual and theoretical approaches found in studies conducted in two- and four-year postsecondary institutions. The model draws also upon the previous research on traditional students, including Spady's model of the undergraduate dropout process (1971), Tinto's longitudinal model of student persistence (1975), and Pascarella et al.'s model (1983). Other sources include studies that focus on nontraditional students, such as Bean and Metzner's model of nontraditional student attrition in postsecondary education settings and Brown and Kayser's model of educational adjustment. The proposed model includes several new variables. It is developed to account for attrition among different subgroups of nontraditional students. Exogenous factors describing students' backgrounds include disability and outside community agency support received. The model also seeks to examine the interrelationships of disability and disadvantage with external environmental factors. Several concepts described and tested in other models, "institutional commitment" and "social integration," are expanded in this model. (157 references) (YLB)

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ED 255 663 CE 041 122

Cusick, Theresa Wolfe, Leslie R.

Fulfilling the Promise: A Guide to the Sex Equity Provisions of the Vocational Education Act. PEER Policy Paper.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Pub Date—85

Note—7p.

Available from—PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 ($3.00).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Civil Rights Legislation, Disadvantaged, Educational Finance, Educational Improvement, *Educational Policy, Equal Education, *Federal Legislation, Federal Regulation, Federal State Relationship, Females, Males, Minority Groups, Nondiscriminatory Education, Nontraditional Occupations, Nontraditional Students, Policy Formation, Postsecondary Education, Secondary Education, Sex Discrimination, *Sex Fairness, State Federal Aid, State Programs, *Vocational Education, *Womens Education

Identifiers—*Carl D Perkins Vocational Education Act 1984

This paper presents an analysis of the sex equity provisions of Public Law 98-524, the Carl D. Perkins Vocational Education Act of 1984. It is intended to assist parents, students, educators, and activists to ensure that the provisions of the Act are fully implemented throughout the country. The two major purposes of the new vocational education law are (1) to assist the states to expand, improve, modernize, and develop quality vocational education programs, and (2) to assure that persons who are inadequately served under vocational education programs have access to such programs--especially disadvantaged students, disabled students, men and women who are entering occupations that are not traditional for their sex, adults in need of training and retraining, homemakers, single parents, persons with limited English proficiency, and persons in correctional institutions. Authorized for five years, the statute has five major sections or titles. Title I describes how funds are to be distributed and sets up administrative requirements for the states. Title II, the heart of the Act, is divided into two parts: Part A describes how funds are to be used to improve access, and Part B describes how funds are to be used to improve quality. Title III describes programs that are funded separately from Title II, including programs for community-based organizations, consumer and homemaking education, adult training and retraining, career guidance, and training in high-technology occupations. Title IV defines programs in research, data collection, and demonstration carried out at the national level through the U.S. Department of Education. (Title V is not described in this paper.) For each of these titles, this paper describes the provisions, comments on potential problems that may arise, and suggests actions that can be taken. The final section of the paper lists four steps that sex equity advocates can take to ensure that the new law is carried out on the state and local levels. (KC)

ED 237 758 CE 037 799

Kouzekanani, Kamiar Knight, James A.

Strategies for the Recruitment, Retention, and Placement of Students in Vocational Education Program Areas Not Traditional for Their Sex.

Pub Date—4 Dec 83

Note—21p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Job Placement, Literature Reviews, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Program Development, *School Holding Power, Secondary Education, *Sex Fairness, *Student Recruitment, *Vocational Education, Work Attitudes

This study was conducted to identify and document the most widely used strategies for the recruitment, retention, and placement of students in vocational education programs not traditional for their sex. Nearly 100 pieces of literature related to sex equity in vocational education found in the Educational Resources Information Center (ERIC) database were reviewed. The following were identified as the most widely used strategies for the recruitment of students for vocational education program areas not traditional for their sex: use of role models, parental involvement, prevocational classes and workshops, community involvement, active encouragement of prospective students, publicity/promotional activities, use of sex-fair media and informational materials and inservice training of teachers. The following activities were found to be useful for retaining students in vocational education program areas not traditional for their sex: supportive groups, moral support and explicit support of teachers and counselors, personnel training and awareness raising, unbiased language in the classroom, and placing nontraditional students in the same classes. Finally, the following activities were identified as being useful for the placement of nontraditional students in occupations related to their training: public relations, workshops for employers, student training, publicity, and promotional activities. The review concluded that sex equity actions should be expanded and be conducted continuously so that sex-fair attitudes and procedures will become standard. (KC)

ED 227 370 CE 035 504

Sachler, Judith A.

Enhancing Placement. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—81

Contract—300-78-0032

Note—175p.; For related documents, see CE 035 503-506.

Available from—National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215B, workshop materials and 3 audiocassette tapes--$20.00; complete set--$44.00).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Affirmative Action, Cooperative Planning, Educational Resources, *Employer Attitudes, Equal Opportunities (Jobs), Job Development, *Job Placement, Language Usage, Learning Activities, Learning Modules, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, *School Business Relationship, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, Transparencies, Units of Study, *Vocational Education, Work Attitudes

This training package provides materials to build collaborative relationships and commitment between vocational educators and employers in order to enhance placement of women and men in occupations nontraditional to their sex. The three units of the training package are intended for use beyond the initial stage of raising awareness of the need for sex equity. Unit 1 is designed to update the participants' awareness of the current status and motivation of nontraditional students and workers. Unit 2 focuses on breaking down myths and stereotypes by sharing success stories about nontraditional workers and students. The final unit provides training to achieve skills for positive interactions with nontraditionals, to solve potential problems encountered by nontraditionals, and to develop mutual action plans for collaborative placement strategies. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 4 1/2 to 6 1/2 hours of instruction. The package also includes 15 handouts, 13 tape scripts (3 tape cassettes are available), 40 transparency masters, and 1 set of role-playing cards. (KC)

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ED 339 915 CE 059 881

Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 2. A Planning Handbook.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-251-5

Pub Date—[91]

Note—86p.; For a related document, see CE 059 880.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Access to Education, Ancillary School Services, College Admission, Distance Education, Educational Administration, *Educational Innovation, Educational Planning, Flexible Progression, Flexible Scheduling, Foreign Countries, Marketing, *Nontraditional Education, Nontraditional Students, Postsecondary Education, Relevance (Education), *Technical Institutes, Vocational Education

Identifiers—*Learner Centered Instruction, *United Kingdom

This handbook is designed to help further education colleges in Great Britain plan for those changes that will make them more flexible and learner centered. Section 1 describes the process according to which content is organized. The Current Profile Checklist in Section 2 can be used to obtain a profile of the college's flexibility and learner centeredness. This is intended to give a snapshot of the college's present orientation. Section 3 consists of the Flexibility Audit and the Action Plan. They provide for an indepth consideration of existing programs to identify where change is required and allow the college to plan for the changes to take place and to make explicit the indicators with which to judge whether the desired effect has been obtained. Section 4 contains a blank Audit and Action Plan form; a Coordinating Developments form, which is designed to help colleges make those connections where action in one section is dependent upon action in another; a completed Coordinating Developments sheet; and an Operational Action Planning Sheet to allow the college to continue in more detail from the Audit and Action Plan sheets. A list of 51 related publications is provided. (YLB)

ED 260 629 HE 018 618

Sexton, Robert F., Ed

Dimensions of Experiential Education.

National Society for Internships and Experiential Education, Raleigh, NC.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—76

Note—52p.; Institution formerly named National Center for Public Service Internship Programs. For related documents, see HE 018 617-635. Document contains small print.

Pub Type— Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Community Colleges, Educationally Disadvantaged, *Education Work Relationship, Employment Patterns, Employment Programs, *Experiential Learning, Field Experience Programs, *Internship Programs, Low Income Groups, *Nontraditional Students, Political Issues, Position Papers, Postsecondary Education, Public Policy, *Two Year College Students, Vocational Education, Work Attitudes

Identifiers—Public Service

Issues concerning experiential and postsecondary education are considered in six articles. In "Experiential Education for the Community College Student," Sheila Gordon considers the links between experiential and vocational education and suggests that experiential education is especially relevant to the learning styles and objectives of the economically and academically disadvantaged. John R. Valley's article, "Experiential Education and the Nontraditional Student," focuses on older and reentry students and the logistic and measurement problems of experiential education components of special degree programs for adults. Traditional approaches to political internships are emphasized by former Senator Hubert H. Humphrey in "The Case for Public Service Internships: Good Education and Good Government." The need to address changes in work and work attitudes is discussed by Dennis Gallagher in "Work, Experience, and Education," while the potential of experiential education to teach liberal arts and to promote students' personal development is covered in "The Promise of Experiential Education for the Liberal Arts" by Robert F. Sexton. Finally, The Eleanor Roosevelt Institute's article, "Policy Statement on National Youth Service," proposes the development of a federal national youth service. (SW)

ED 337 221 JC 910 458

Michaud, Gene L.

Marketing the Satellite Student in a Technical College.

Pub Date—91

Note—72p.; "An Applied Research Project submitted in partial fulfillment the requirements for the Master of Science in Education degree in Educational Administration, University of Southern Maine." Poor quality type.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Nontraditional Students, *Off Campus Facilities, Outreach Programs, Questionnaires, *Satellite Facilities, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—*Northern Maine Technical College, *Satellite Students

At Northern Maine Technical College (NMTC), students can take classes at outreach locations, usually at a high school in their local community. In 1991, a study was conducted to determine the needs, perspectives, and characteristics of these "satellite" students. Satellite directors at six active cites distributed questionnaires to all 308 students attending classes during the first two weeks of the spring semester. A total of 233 usable surveys were returned for a 76% response rate. Study findings included the following: (1) 85% of the respondents were female; (2) 45% of the respondents were matriculated in a degree program; (3) 41% of the respondents reported annual gross household incomes of under $15,000; (4) 61% of the respondents cited location as the most important reason for choosing NMTC satellite courses; (5) 33% of students cited newspapers as their source of information concerning the availability of the NMTC satellite courses; (6) "friends" were cited most frequently as being the most influential in helping students choose courses; (7) 40% of the respondents were new NMTC satellite students; (8) 60% of the respondents reported working day jobs; (9) 71% of the respondents indicated that they would take Interactive Television courses if offered; (10) students reported significant conflict between school and work; and (11) 90% of students were very satisfied with the quality of instruction. Data tables, recommendations, the survey instrument, satellite course schedules, and a copy of the detailed "Agreement of Understanding" between NMTC and the Adult Education Center for conduct of the courses, are included. (PAA)

ED 279 927 CG 019 735

Hartman, Rhona C., Comp. And Others

Strategies for Advising Disabled Students for Postsecondary Education. Updated.

American Council on Education, Washington, DC. HEATH Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jul 86

Contract—300-80-0857

Note—5p.; For earlier reprint of this fact sheet, see ED 236 890.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Counseling Techniques, *Counselor Role, Decision Making, *Disabilities, High Schools, *Nontraditional Students, *Postsecondary Education, School Counselors, Vocational Education

This fact sheet was written to help persons who counsel students with disabilities at all levels of education, but especially those who work with students in high school, community and junior college, career training schools, vocational technical schools, colleges, universities, and graduate programs. Four strategies that advisors and counselors can use in working with disabled students are described: (1) encouraging students to assess interest, aptitude, and achievement; (2) providing non-restrictive career counseling; (3)encouraging students to base decision-making about postsecondary education on a variety of criteria, including training available, cost, and auxiliary aids and accessibility; and (4) assuring access to the counseling environment. Selected resources are described which may help implement the strategies. (NB)

ED 280 944 CE 046 621

Active Job Placement in an Isolated Community. Final Report, from October 31, 1985 to June 30, 1986.

Florida Keys Community Coll., Key West.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—30 Jun 86

Note—36p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, Employment Potential, *Employment Services, *Job Placement, *Job Search Methods, Nontraditional Students, Program Development, *Rural Areas, School Business Relationship, Two Year Colleges, *Vocational Education

Florida Keys Community College (FKCC) undertook a project to expand and improve job placement services to increase the overall placement rate for Associate of Science program graduates. The size, minimal available resources, and isolated location of FKCC contributed to its graduates' difficulties with job search. Objectives were accomplished through: (1) the production and distribution of a brochure for employers that promoted the hiring of FKCC's vocational technical graduates and disseminated information regarding graduates' skills, (2) offering of an employability skills course, (3) a job fair, and (4) increased communication with advisors and counselors regarding nontraditional students. The employer brochure, job fair, and increased communication were successful. The employability skills course was not well received by the study body. (Appendixes include the brochure, job fair materials, and exit interview and academic advisory evaluation for applicants for graduation.) (YLB)

ED 274 855 CE 045 253

Grigsby, James, Somerville, Sarah

Using the Microprocessor to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner. Vocational Guidance and Counseling Project. Final Report.

Germanna Community Coll., Locust Grove, VA.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—2 Aug 86

Contract—VA-86-1-113-GC-001

Note—22p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Students, Adult Vocational Education, *Career Choice, Career Counseling, Career Education, *Career Guidance, Community Colleges, *Computer Oriented Programs, Computer Software, Counselor Training, Information Dissemination, Inservice Education, Microcomputers, Minority Groups, *Nontraditional Students, *Occupational Information, Two Year Colleges, Vocational Education

Identifiers—*System of Interactive Guidance and Info Plus

A project was initiated to provide a means of assisting nontraditional community college students with an area of special need–career selection. An IBM PC-XT microcomputer was purchased, and Educational Testing Services SIGI (System of Interactive Guidance Information) Plus career search software was leased to disseminate vocational education information for the adult and nontraditional student. Counseling staff worked individually with minority students to introduce them to SIGI Plus. All counselors were trained in the use of SIGI Plus; faculty members were introduced to it. Activities using SIGI Plus were incorporated into some courses by faculty and into the new student orientation classes. Area and state employers were invited to use SIGI Plus in whatever way appropriate for their organizations. An evaluation found that users of SIGI Plus perceived it to be a positive experience that was helpful and accurate in reflecting self-perception of values, interests, and career choices. (Appendixes include a brochure on SIGI Plus, faculty and student questionnaires, and correspondence.) (YLB)

ED 290 535 CE 040 073

Bromley, Ann And Others

A Model Program for Sex Equity in Vocational Education. Final Report from July 1, 1983 to August 31, 1984.

Santa Fe Community Coll., Gainesville, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—31 Aug 84

Note—114p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Counseling, Career Education, Career Guidance, Curriculum Development, Demonstration Programs, Displaced Homemakers, Economically Disadvantaged, Elementary Secondary Education, Employment Services, Females, *Job Placement, Minority Groups, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Program Development, *Program Implementation, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Student Recruitment, Two Year Colleges, Vocational Education, *Womens Education

Identifiers—*Fire Extinguisher Maintenance Specialists, Fire Extinguishers

The Sex Equity Program at Santa Fe Community College continued to foster innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training, and employment. It focused on four major areas: awareness/recruitment; education of students and staff at the college; support/job placement for enrolled nontraditional students, graduates, and dropouts; and short-term technical training programs. In 1983-84, over 1,350 persons were directly served through workshops, presentations, counseling, employability skills assistance, job placement and support, courses, and the short-term training program. Workshops and presentations on sex-role stereotyping and nontraditional career options were offered to elementary and middle schools for the first time. Increased access for displaced homemakers, minorities, and the economically disadvantaged was provided by cooperative relations developed with the Displaced Homemakers Program, housing project social workers, Job Corps, and the Community Action Agency. A "Directory of Non-traditional Women Workers in Alachua and Bradford Counties" was compiled as a resource to career options. A six-week intensive training program was developed and implemented to prepare students for a career as Fire Extinguisher Maintenance Specialist, the first of its kind in the nation. Appendixes include correspondence, articles, a brochure, and "Directory of Non-traditional Women Workers." (YLB)

ED 223 180 HE 015 701

Brown, Stephen M.

University and College Associated Skill Centers. Higher Education/CETA Project Monograph.

American Council on Education, Washington, D.C.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Jul 82

Note—7p.; For related documents, see HE 015 695-703 and HE 015 723.

Available from—Higher Education/CETA Project, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Role, Educationally Disadvantaged, Education Work Relationship, Eligibility, *Employment Programs, Federal Programs, *Higher Education, Industry, Job Placement, *Job Training, Labor Force Development, Low Income Groups, *Nontraditional Students, School Business Relationship, School Community Relationship, *Skill Centers, Two Year Colleges, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act, Higher Education CETA Project

The structure and function of college- and university-affiliated skill centers are discussed as part of the American Council on Education's Higher Education/Comprehensive Employment and Training Act (CETA) project, which was supported by the Fund for the Improvement of Postsecondary Education. A skill center is defined as a single organizational unit that provides training in multiple occupational areas. Skill centers, which provide trained persons for the private sector and also serve populations traditionally denied access to jobs, offer training in such varied occupations as office occupations, auto mechanics, food preparation, and electronic assembly. Centers offer a number of training programs in line with local employment needs, especially in new, rapidly changing, or expanding occupations such as word processing, data processing, and cable T.V. installation. Training cycles range from 6 to 52 weeks. Some training programs are company specific and the curricula stress hands-on training. Allied instruction and services are an integral part of the curriculum at many skill centers, and instruction in mathematics, reading, and writing is frequently offered. In addition, students are offered services that enhance their ability to obtain and remain in a job. Since most skill centers are funded wholly or in large part by CETA, the students must meet CETA eligibility criteria. The organizational structures of college-associated skill centers and advantages of locating skill centers in colleges are discussed. Three case studies are presented that demonstrate varied organizational structures for college skill centers, the range and types of programs and services, the types of participants served, and the geographic mix of institutions. (SW)

VI. INSERVICE EDUCATION & ON-THE-JOB TRAINING

ED 304 777 EA 020 793
Orlich, Donald C.
Staff Development: Enhancing Human Potential.
Report No.—ISBN-0-205-11827-5
Pub Date—89
Note—266p.
Available from—Allyn and Bacon, Longwood Division, 160 Gould Street, Needham Heights, MA 02194 ($32.95).
Pub Type— Books (010) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—Adult Education, Continuing Education, Higher Education, *Inservice Education, *On the Job Training, *Organizational Development, *Professional Development, *Staff Development

In 10 chapters, this book offers a clear nonlinear vision for continuously preparing professional and classified staff for the purpose of improving schools and student academic achievement. Chapter 1 shows the importance of inservice education and provides a rationale for conducting systematic, if not empirically based, programs. Chapter 2 details needs assessments and explains why it is critical to address individual and organizational needs for success. Chapter 3 discusses the many delivery systems available to staff developers, including the reborn teacher center, and describes peer coaching as a powerful and innovative training mechanism. Chapter 4 stresses the many ways to evaluate inservice projects. The Temporary Systems Approach to evaluation is introduced. Incentives for staff development are the subject of chapter 5, where detailed illustrations are given so that those who excel in staff development can be recognized. Funding is the topic of chapter 6. The concepts of direct and indirect costs are highlighted. Chapter 7 offers a dichotomous theoretical key to select the most appropriate staff development model for success. Readers are enjoined to create and test the theory. Chapter 8 illustrates the many options available to administrators for continued staff development efforts. Chapter 9 critiques reforms that diminish the energy of personnel in educational and noneducational circles. The final chapter is an overview of issues that impinge on staff development and need resolution. Topics included in the appendixes are the Delphi Technique and microteaching. References are provided. (JAM)

ED 250 791 EA 017 298
Buchanan, Aaron Bachelor, Patricia
What Administrators Say about the Relationship between Staff Development and Staff Planning.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-1-84/12
Pub Date—1 Jul 84
Note—12p.
Pub Type— Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, Educational Planning, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, Interprofessional Relationship, Management Development, *On the Job Training, *Professional Development, *Staff Development, Teacher Administrator Relationship
Identifiers—United States (Southwest)

Administrators from local school districts in the southwest were consulted on three issues regarding the operational aspects of staff development. First, an effort was made to ascertain the conditions determining whether staff development programs are mandatory or voluntary. While staff development for administrative personnel is normally mandatory, several factors work against mandatory staff development for teachers. The second issue discussed was the relationship between staff development and staff planning. Formal staff planning occurs most often in secondary schools, where teachers are organized by department, but rarely in elementary schools, or between elementary and secondary teachers. The third issue discussed was long- and short-term procedures for evaluating or guiding staff development as a district effort. These include daily "feedback" activities and subsequent followup. Staff development and planning are shaped primarily by the mechanics of finding or buying time when teachers are not in the classroom. (TE)

EJ 390 475 EA 523 350
Comparing Employment Opportunities of Graduates and Dropouts of Full-Time Education and an In-Service Training Program. van Imhoff, Evert; Ritzen, Jozef M. M. *Economics of Education Review;* v8 n2 p159-67 1989 (Reprint: UMI)
Descriptors: *Dropouts; *Inservice Education; *Graduates; *Labor Market; *Employment Opportunities; *On the Job Training; Secondary Education; Models; Vocational Education; Foreign Countries
Identifiers: *Netherlands

Compares employment opportunities for graduates and dropouts of two types of education in the Netherlands, using an estimation model for labor market position (employed and underemployed) in the first years after leaving school. Completed inservice training does not offer more advantageous transition probabilities than full-time education in the long run. Includes 14 references. (MLH)

ED 304 178 JC 890 098
Williams, Jean Ingram, Cynthia
Confidential Training Needs Assessment Report.
Patrick Henry Community Coll., Martinsville, VA.
Pub Date—25 Jul 88
Note—12p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Courses, Criminal Law, *Educational Needs, *Employee Attitudes, Inservice Education, *Law Enforcement, On the Job Training, Police, *Police Education, Professional Training, Supervisors, Two Year Colleges

In 1988, Patrick Henry Community College (PHCC), in cooperation with Virginia Polytechnic Institute and State University, conducted a confidential survey of members of the Henry County Sheriff's Department and the Martinsville Police Department to determine training needs. Groups of between 1 and 15 employees from all shifts and departments were surveyed to identify the courses and programs they would actually take for additional training. Study findings, based on responses from 114 employees, included the following: (1) 58% of the respondents were between 31 and 50 years old; (2) 73% had been on the job more than 5 years; (3) 42.1% of the respondents were deputies, 17.5% were correctional officers, 10.5% were responsible for data processing or bookkeeping, and 9.6% were dispatchers; (4) 70% rated the orientation programs of their departments as either excellent or good, while 80% gave the technical training provided by the departments equally high ratings; (5) 74% stated that they needed more training to qualify for higher level jobs; (6) 102 employees indicated that they needed a course in stress management, and 104 indicated that they would be interested in a course in criminal law; and (7) supervisors were less likely to see themselves as unfair than the people they supervised. Based on study findings, recommendations for expanding PHCC's services to the police and sheriff's departments were developed. (AAC)

EJ 389 498 SE 544 194
How One Company Is Facing the Challenges of the Future. Krogh, Lester C. *Engineering Education;* v79 n1 p36-38 Jan-Feb 1989 (Reprint: UMI)
Descriptors: Education Work Relationship; *Industry; Inservice Education; *Improvement Programs; Industrial Training; On the Job Training; *Off the Job Training; Professional Continuing Education; Relevance (Education); Refresher Courses; Science Instruction; Staff Development; Technology; *Technical Education; *Trade and Industrial Education
Identifiers: 3M Company

Notes that technical education must be an ongoing, career long activity and a normal part of the job. Lists objectives considered to ensure employees are at the forefront of their specialty. Discusses four types of courses offered by 3M's educational program. (MVL)

ED 283 249 EA 019 467
Elam, Stanley M. And Others
Staff Development: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
Report No.—ISBN-0-87652-110-3
Pub Date—86
Note—84p.
Available from—Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00164; $13.95 plus $2.50 postage and handling, prepaid; quantity discounts).
Pub Type— Information Analyses (070) — Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Board of Education Role, Elementary Secondary Education, *Inservice Education, *Leadership Training, *Management Development, *On the Job Training, Principals, Public Schools, *School Districts, *Staff Development, Superintendents, Teacher Administrator Relationship

Case studies, interviews, letters, and nationwide questionnaire responses from hundreds of administrators constitute the data for this report. The first chapter discusses the meaning of and the reasons for staff development; the effect of staff development on school and community; the increasing role of teachers, principals, and school boards; the conditions for staff development; and the elements of the most effective programs. The second chapter considers the expansion of staff development; the process is intended not only for teachers, but for all practitioners. The expansion also includes the range of content, the number of sites, the amount of time, and the number of people to direct the programs. Chapter 3 examines the options available to school districts to advance staff improvement. Other concerns associated with staff development covered in subsequent chapters are the effectiveness of inservice training; needs assessment to gain board support; the professional growth of principals and their collaboration with teachers; the technical training of support staff; the inservice training of board members; the professional growth of administrators; the atmosphere of inservice sessions; and the evaluation of the staff development process. Chapter 7 relates 16 case studies of success. (RG)

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ED 249 639 **EA 017 205**

Daresh, John C. LaPlant, James C.

Inservice for School Administrators: A Status Report.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984).

Pub Type— Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrators, Educational Improvement, Elementary Secondary Education, *Inservice Education, Literature Reviews, Management Development, *Models, On the Job Training, Professional Continuing Education, Professional Development, Professional Training, *Program Effectiveness, Research Design, Research Methodology, *Research Needs, Research Proposals, School Administration, School Effectiveness

Identifiers—*Administrator Effectiveness

To help classify and map the field of administrative inservice, five generic administrative inservice models may be identified and their strengths and weaknesses determined based on what is known about effective inservice practices. The models are a traditional model, institutes, competency-based programs, the academy, and networking. A review of the research, however, finds that none of the five identified models has ever been researched, and most inservice research either focuses on classroom teachers or examines the experiences of practitioners without being research based. There seems to be a collection of a good deal of information of limited benefit to the improvement of schools, the role of administrators, or the condition of inservice education. Assuming that the ultimate goal of inservice is educational improvement, there is a need to develop a conceptual description of administrative inservice, more completely describe and test the five generic models described, and continuously review and modify the theoretical conceptualization of administrative inservice, all through theory-based research, so that school administrators may fulfill the leadership function ascribed to them in the school effectiveness literature. (Author/DCS)

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VII. INSERVICE EDUCATION & RETRAINING

EJ 344 732 UD 512 477
The Latest Apologias for Preferential Treatment.
Baumann, Fred *New Perspectives;* v18 n1 p18-23 Win-Spr 1986 (Reprint: UMI)
Descriptors: *Affirmative Action; Civil Rights; Employment Level; Employment Practices; *Equal Education; *Equal Opportunities (Jobs); Minority Groups; Quotas; *Personnel Selection; Recruitment; *Reverse Discrimination

The arguments in favor of preferential treatment for some groups are faulty. An examination of these arguments is included. Although victims of discrimination should be helped, programs should promote race-, gender- or ethnically conscious hiring. Affirmative action has led to a increase in bureaucratically-caused discrimination. (PS)

ED 314 606 CE 053 955
Training 2000. Publication 1480.
Internal Revenue Service (Dept. of Treasury), Washington, D.C.
Pub Date—89
Note—157p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Artificial Intelligence, Computer Assisted Instruction, Cybernetics, Distance Education, Educational Equipment, *Educational Technology, Educational Television, Futures (of Society), Hypermedia, Information Technology, *Inservice Education, *Instructional Innovation, Interaction, Interactive Video, *Job Training, *Labor Force Development, Man Machine Systems, Multimedia Instruction, Optical Disks, *Retraining, Teaching Methods, Teleconferencing, Videodisks
Identifiers—Internal Revenue Service

This document reports the results of an examination of the external and internal environments of the Internal Revenue Service (IRS) and the most promising technological tools and methods to create the training system capabilities the IRS will need in the future. Following an executive summary, chapter 1 describes how the document was developed. Chapter 2 describes current IRS training. Chapter 3 explains two factors–the changing workplace and work force–that affect IRS training. Chapter 4 discusses the technological, methodological, and organizational issues that affect IRS training, including computer-based training, artificial intelligence, hypertext and hypermedia, embedded training, asynchronous computer conferencing, one-way videoteleconferencing, two-way digital (compressed) videoteleconferencing, CD-ROM (Compact Disk Read-Only Memory), DVI (Digital Video Interactive), compact disk interactive (CD-I), interactive videodisk, trends in technology, educational methodologies, and organizational issues. Chapter 5 describes a workshop for IRS training managers and functional managers that provided the managers' views on the issues, possibilities, and problems identified during the project that produced this document. A 14-page bibliography is included in the document. An appendix lists information on the task force that guided the document's development. (CML)

ED 310 693 HE 022 798
Donovan, Mary
Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Report No.—ISBN-0-911259-25-2
Pub Date—89
Note—38p.
Available from—The National Center for the Study of Collective Bargaining in Higher Eduction and the Professions, Baruch College, City University of New York, 17 Lexington Ave., New York, NY 10010 ($10.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Civil Rights, Compensation (Remuneration), Employed Women, *Equal Education, *Equal Opportunities (Jobs), *Higher Education, Personnel Selection, Promotion (Occupational), Retirement Benefits, *Sex Discrimination, Womens Education, Work Environment

An annotated bibliography on sex discrimination in higher education and the professions is presented. Sex discrimination remains a major workplace problem and is found in virtually all levels of employment. The bibliography consists of 124 citations which appeared from 1984-1988. It excludes court cases and the "popular press," and although not meaning to diminish that dimension, focuses instead on the professional literature in the field. Four sections offer resources on compensation/pension, hiring practices, promotion, and the work environment. An author index with citation numbers is provided. (SM)

EJ 361 989 CE 518 484
Successful Worker Training Programs Help Ease Impact of Technology. Deutsch, Steven *Monthly Labor Review;* v110 n11 p14-20 Nov 1987 (Reprint: UMI)
Descriptors: *Job Training; *Labor Force Development; *Technological Advancement; *Retraining; Adult Education; Vocational Education; Inservice Education; Unions; State Programs

The article highlights some innovative and important approaches to employee training and retraining in anticipation of and in response to technological change. These include both collectively bargained arrangements and new state initiatives that are suggestive for future developments. (CH)

ED 236 367 CE 037 422
Bendick, Marc, Jr. Egan, Mary Lou
Recycling America's Workers: Public and Private Approaches to Midcareer Retraining.
Pub Date—Apr 82
Note—65p.; Supported in part by the German Marshall Fund of the United States.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Vocational Education, Career Change, Federal Programs, *Human Capital, Inservice Education, Labor Education, Labor Force Development, *Middle Aged Adults, Midlife Transitions, Models, *Public Policy, *Retraining, Skill Development, *Skill Obsolescence, Technological Advancement

This working paper, part of a project on the applicability of the French training system in the United States, argues that a systematic national commitment to midcareer worker retraining is necessary for American prosperity and international economic competitiveness. Although findings of the early human capital theorists demonstrated that an educated work force is more productive, the lower financial returns to college education and falling American rates of productivity growth have made more recent theorists question the worth of increased investment in general education. Theorists, however, have focused on education received in a traditional pattern. Much of the potential payoff to worker education is found not in formal education prior to entering the work force but rather in midcareer retraining to cope with technological changes, to prevent skill deterioration, to learn new skills for job promotion, and to facilitate forced job changes. The supply side of the market for retraining services suffers from relatively few bottlenecks; the demand side suffers from these market failures: externalities, cash flow, lack of information, and risk aversion. Current federal policy and programs reserved almost exclusively for special groups do not constitute an adequate public and private response for midcareer worker retraining. The French have developed an extensive institutional arrangement for mobilizing public and private resources for midcareer worker retraining. With certain modifications, such a system should be incorporated into the United States. (YLB)

VIII. CAREER EDUCATION & CAREER CHOICE

ED 340 906 CE 060 095
Single Parent/Homemaker Project: SP/H02. Final Report.
Northern Kentucky Univ., Highland Heights.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
Pub Date—89
Note—40p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Attitude Measures, *Career Choice, Career Education, Career Guidance, Decision Making, *Displaced Homemakers, Females, Job Training, Males, *Nontraditional Occupations, Occupational Aspiration, *One Parent Family, Postsecondary Education, Sex Differences, *Sex Stereotypes, State Surveys, Two Year Colleges, Vocational Interests, *Work Attitudes
Identifiers—*Kentucky
A study investigated why single parents and displaced homemakers did not choose nontraditional careers more frequently. A survey was administered to 171 men and women in 7 locations in Kentucky who were enrolled in single parent/homemaker programs or in Job Training Partnership Act, vocational training, or associate degree programs. The six-part survey explored the image participants had of people who chose traditional versus nontraditional employment. It asked participants to rank reasons for choosing the job for which they were training and tested the strength of their preference for traditional careers. Participants were asked to name traditional-male and traditional-female jobs in response to questions, and employment and demographic information was collected. Female participants found a female who had chosen a female job more attractive, feminine, and high class. Interest and opportunity for advancement were the most important reasons females gave for choosing to train for traditional jobs. The average number of traditional-male jobs selected was 10.1 (out of 16) for males but 2.7 for females. Females thought female jobs would be more satisfying, interesting, and sex appropriate. Three reasons for choosing traditional careers were suggested: (1) traditional jobs were more interesting, made one more attractive, and were most appropriate; (2) women received misinformation; and (3) training for nontraditional jobs was unavailable. More counseling about nontraditional careers was recommended. (The instrument is appended.) (YLB)

ED 331 992 CE 057 913
Earnings Differences between Women and Men. Facts on Working Women No. 90-3.
Women's Bureau (DOL), Washington, D.C.
Pub Date—Oct 90
Note—8p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Career Choice, Career Education, Comparable Worth, *Employed Women, Employment Opportunities, Employment Practices, *Equal Opportunities (Jobs), Labor Market, Nontraditional Occupations, Salaries, *Salary Wage Differentials, *Sex Discrimination, Sex Fairness, Wages
The earnings gap is the difference between the percentage ratio of women's earnings to those of men and 100 percent. In 1988, the earnings gap for hourly earnings was 26 percent; for weekly earnings, 30 percent; and for annual earnings, 34 percent. Although the direction over the past decade is toward greater equality, the pace is extremely slow. The earnings ratio data are not uniform among all occupations. In nontraditional occupations, women receive approximately equal compensation. In more traditional jobs, employers can still act to keep wages low. Traditionally, women have "crowded" into a few occupations. Arguably, women choose an occupation that tends to have less skill obsolescence for workers who leave and reenter the labor force and requires less educational commitment. They may have been fearful of employment opportunities in other occupations because of lack of knowledge about the field or fear of sexual harassment. Factors besides occupational choice that may affect the earnings gap include seniority within the firm and in the job and higher turnover rates for women. The effect of sex discrimination on the earnings gap is hard to measure. The earnings gap is narrowing and should continue to do so as women work more hours in the week, spend more years at work in their lifetimes, continue to increase their educational investment, and widen their occupational choices. (4 tables; 17 references) (YLB)

EJ 426 602 CE 522 620
Tech-Prep in Wisconsin. Grover, Herbert J.; And Others *Wisconsin Vocational Educator*; v15 n2 p1-19 Spr 1991 (Reprint: UMI)
Descriptors: *Articulation (Education); *School Business Relationship; Secondary Education; Career Education; Postsecondary Education; Rural Education; *Program Implementation; Career Choice; *Credits; Access to Education; Vocational Education
Identifiers: *Tech Prep; *Wisconsin
This special issue includes 14 articles on tech prep in Wisconsin, including a definition of tech prep and its implementation in a rural community; issues surrounding tech prep and why business and industry support it; the next level of articulation that must be reached; recommendations for implementing occupational options; and the dual credit conundrum. (JOW)

ED 336 569 CE 058 952
Warren, Toni McCarty And Others
Illinois Guidance by Objectives. Building Fairness: Creating and Implementing Equity Programs. A Guide for EFE Systems.
Illinois State Univ., Normal. Dept. of Specialized Educational Development.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Jun 88
Note—31p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Choice, Career Education, Curriculum, Curriculum Evaluation, Federal Legislation, Inservice Teacher Education, *Instructional Material Evaluation, *Needs Assessment, Nontraditional Occupations, *Program Development, *Program Implementation, *Sex Fairness, *Vocational Education
Identifiers—Carl D Perkins Vocational Education Act 1984, *Illinois
This guide provides a basic understanding of sex equity concepts and Illinois' Building Fairness campaign. It identifies key issues and populations, raises awareness of applicable activities and resource assistance, and contributes to the knowledge base required for developing equity advocates. An introduction defines sex equity and "Building Fairness." Overviews are provided of the Carl D. Perkins Vocational Education Act and other sex equity legislation. The next section discusses key Building Fairness personnel and resources: Vocational Education Program Improvement Building Fairness Plan, Building Fairness Needs Assessment, Building Fairness Coordinator, and Building Fairness Consultant. Identification of needs and use of information from the Building Fairness Needs Assessment are then addressed. The following section provides direction for initiating a plan for the target areas identified within the Needs Assessment. Specific methods for addressing equity issues are described, along with examples of activities for taking action. Questions addressing specific issues are provided; answers can be used as the basis for inservice training. The following areas are targeted: vocational instructors, administrators, counselors, evaluation of curriculum materials, students, parents, and the community. Eleven resources are listed. (YLB)

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EJ 380 985 CE 514 609
Parents' Role in the Education and Career Decision-Making Process. Laramore, Darryl *Journal of Career Education*; v10 n4 p214-15 Jun 1984 (Reprint: UMI)
Descriptors: Decision Making, Parent Participation; *Career Education; *Parent School Relationship; *Career Choice; *Parent Role
Points out the importance of parent involvement in the career decision making of their children and suggests ways for involving parents in this process. (JOW)

ED 335 673 CE 058 585
Riley, Linda L.
Equity Leadership Project. Final Report. FY 1990-91.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—Jun 91
Contract—PAA-00180
Note—135p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Planning, Educational Improvement, Educational Planning, Females, Inservice Teacher Education, Leadership Training, *Professional Development, Program Development, *Program Improvement, Secondary Education, *Sex Fairness, *State Programs, Statewide Planning, Technical Assistance, Workshops
Identifiers—*Wisconsin
The Equity Leadership Project provided technical assistance, coordination, training, and resources to equity projects developed in the process of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. The project served 108 school districts. The project's focus was on training regional equity leaders responsible for assisting local district staff in implementing the model. Training included providing trainees with resources, skills, and knowledge for building commitment and direction; assessing equity in the local school district; and developing and implementing long-range equity plans. A needs assessment was developed and conducted to identify specific needs. As a result, assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts and community and professional groups. Recommendations were made for continuing training in gender equity issues. (Appendixes, which make up 90 percent of the document, include a composite report of student career surveys, a list of project participants, meeting agendas and evaluations, and two project newsletters.) (KC)

ED 324 837 CE 056 151
Career Guidance Lesson Plans for Grades K-12. Developed as Part of New Jersey Comprehensive Career Development Guidelines Program in Neptune Township Public Schools.
Neptune Township Public Schools, NJ.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—[90]
Note—55p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Choice, *Career Development, Career Education, Career Exploration, *Career Guidance, *Classroom Techniques, Competence, Competency Based Education, Elementary Secondary Education, *Learning Activities, Lesson Plans, School Guidance, *Self Concept, *Teaching Methods
Identifiers—*Neptune Township Public Schools NJ
This document contains the career development scope and sequence and 39 lesson plans for career guidance activities, for grades K-5, 6-8, and 9-12, developed for use in the Neptune Township Public Schools (New Jersey). Each one-to-two-page lesson plan includes information on subject area, competency, indicators, lesson objectives, resources, time requirements, and lesson content/description of activities. Lesson plans focus on self-knowledge, education and occupational exploration, or career planning. (KC)

ED 321 880 CE 055 195

Baldus, Loraine And Others

CHOICES. Community Model for Expanding Economic Opportunities for Young Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Cooperative Educational Service Agency 11, La Crosse, Wis.; Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date—Jun 89

Note—34p.; Research Project 1437-1-A-89.

Available from—Center for Vocational, Technical and Adult Education, 218 Applied Arts Bldg., University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Career Choice, Career Development, Career Education, *Community Organizations, Community Resources, Disadvantaged Youth, *Females, *Models, *Nontraditional Occupations, Postsecondary Education, Program Development, Secondary Education, *Womens Education, Young Adults

Identifiers—Wisconsin

CHOICES, a community model, was developed to be used by community organizations serving young women. The ultimate goal was to develop programs, using local resource persons, to help young women recognize and take advantage of the many options available to them in preparation for a fulfilling career. Other activities of the CHOICES project staff were to attend the Saturday CHOICES career conferences, plan and carry out the "Operation Smart" training sessions, serve as facilities coordinators for a career camp, and serve on the CHOICES advisory committee. The "Operation Smart" training session and reference materials served as the basis for the development of the model for community organizations. Other sources were materials developed for the Wisconsin CHOICES projects and Cooperative Educational Services Agency (CESA) 11 resource materials. All components addressed by the community model are designed to assist community leaders in planning programs to address the needs of young women to support themselves and to learn about the many options available to them. The CHOICES model is one part of a Wisconsin state initiative to help create a better future for young women. (Extensive appendixes to this report include invitation letters; registration forms; the CHOICES model; and the Project Discovery model, which emphasizes math, science, technology, and computers.) (KC)

ED 275 886 CE 045 496

Wysong, H. Eugene

Breaking the Chain of Stereotyping. Building Student Awareness of the Effects of Sex-Role Stereotyping (Grades 7-12).

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—[86]

Note—38p.; Photographs may not reproduce well.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Career Education, Decision Making, Employment, *Nontraditional Occupations, Peer Influence, Secondary Education, *Self Concept, Sex Bias, Sex Fairness, *Sex Role, *Sex Stereotypes, Student Attitudes, Work Attitudes

The five units for grades 7 through 12 contained in this booklet are intended to assist students in developing awareness of sex-role stereotyping barriers that they might erect and that could affect them and others as they make career-related decisions. All units are designed for groups composed of males and females. Each unit has these components: comments to instructor (purpose of unit), student objectives, a listing of required resources and materials, brief descriptions of instructional activities, and a standard unit evaluation form. Unit topics include stereotyping, peer pressure and decision making, expected levels of and reasons for employment, influence of experiences and expectations on future career choices, and people in nontraditional occupations. Appendixes include student resources and materials necessary to complete the units and results of field testing surveys. Six 8 x 10.5 inch black and white loose photographs of unidentified people employed in specific occupations for use in Unit I are also included. (YLB)

ED 320 018 CE 055 114

Project 21st Century. Preparing Young Women for the Future.

American Association of Univ. Women, Sugarloaf, PA. Pennsylvania Div.

Pub Date—89

Note—127p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, *Career Choice, *Career Education, Career Exploration, Education Work Relationship, Elementary Secondary Education, *Females, Income, Learning Activities, Parent Education, Postsecondary Education, Program Implementation, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Womens Education, Workshops

Identifiers—Job Shadowing

This guide consists of four options for developing awareness of choices leading to career opportunities for women in the 21st century. The programs, workshops, and events within the project target youth at three ages and adults who effect change in the lives of these youths. Option 1 is a presentation focusing attention on the identification and elimination of sex role stereotyping. It targets both parents and early childhood teachers in raising awareness of subtle stereotyping. The program deals with the link between sex role stereotyping and career choice and provides an analysis of sex role stereotyping in literature, toys, and television. Option 2 focuses its program on elementary-level children and their teachers. It introduces these students to various occupations in nonsexist ways and includes "CareerWorks," an illustrated booklet on careers according to the preferences of the child. Option 3, for eighth- and ninth-grade students, emphasizes the need to make appropriate course selections when entering high school in order to maximize future educational and career options. Option 4 is a career shadowing project in which high school girls experience a day with a practitioner of their chosen occupation. Each option packet contains goals, outcomes, workshop agendas, resource list, handouts, suggested activities, and guidelines for carrying them out. (KC)

ED 266 268 CE 043 536

Waite, Linda J. Berryman, Sue E.

Women in Nontraditional Occupations. Choice and Turnover.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-0-8330-0638-X; Rand/R-3106-FF

Pub Date—Mar 85

Note—98p.

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Employee Attitudes, *Females, Labor Force, Labor Turnover, Life Style, *Military Service, *Nontraditional Occupations, *Persistence, Secondary Education, *Work Attitudes, Young Adults, Youth

A project was designed to identify factors that predispose young women to choose and remain in sex-atypical jobs in the military and in civilian firms. Data were from the National Longitudinal Survey of Youth Labor Market Behavior, a longitudinal study with annual interviews from 1979 through 1983 of youth between the ages of 14 and 21 in the first year. Two central hypotheses were that a woman who expects to allocate more time to the home is more likely to expect intermittent labor force participation and therefore selects a typically female occupation and that marital and child-bearing expectations will affect gender typicality of a woman's, but not of a man's, occupational choice. These hypotheses were confirmed. Higher ability women were more likely to plan labor force participation. Coming from a female-headed household increased daughters' labor force commitment and the chances they would choose traditionally male occupations. Little support was found for the hypotheses that being in a job traditional for one's sex affects turnover. Results showed general support for the hypotheses that the greater the mismatch between job characteristics and the individual's characteristics, the higher the probability of turnover and that the less attractive the job, the higher the probability of turnover. A nine-page bibliography concludes the document. (YLB)

ED 306 388 CE 052 327

Martino, Susan Watson, Jennifer

Educational Equity Options. A Resource Bibliography.

Wider Opportunities for Women, Inc., Washington, D.C.

Spons Agency—Levi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date—88

Note—23p.

Available from—Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, Books, *Career Choice, *Career Education, Educational Resources, *Equal Education, *Equal Opportunities (Jobs), Learning Resources Centers, *Nontraditional Occupations, One Parent Family, Postsecondary Education, Resource Materials, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes

This selected list of educational resources includes 44 video items, 23 books, 9 posters, and 24 educational equity organizations and resource centers. Video materials and books are classified according to appropriate age groups and student abilities. All items are annotated. Topics of the videos and books include career choices, special needs students in careers, sex stereotypes, women in management, parent roles, finding a job, women's history, single mothers, and sex equity in education. (KC)

ED 250 534 CE 040 072

Sparks, Linda J

Career Advancement Training: A Project to Provide Career Information and Services to Women Interested in or Training for Non-Traditional Vocational/Technical Occupations. Final Report from July 1, 1983 to August 31, 1984.

Daytona Beach Community Coll., FL.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—31 Aug 84

Note—39p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, *Career Counseling, Career Education, Community Colleges, Displaced Homemakers, *Job Placement, Job Training, *Nontraditional Occupations, Postsecondary Education, *School Holding Power, Sex Discrimination, Sex Fairness, *Student Recruitment, Two Year Colleges, Vocational Education, *Womens Education

The Career Advancement Training (CAT) Project was established to provide career information and services to women interested in nontraditional occupations. General objectives were to increase community awareness regarding occupational stereotyping, women's ability to perform nontraditional jobs, and vocational programs available at Daytona Beach Community College (DBCC); to recruit women for vocational/technical training in nontraditional fields; and to provide nontraditional career information and counseling to women. Other objectives were to increase both the number of women completing nontraditional training programs and the placement rate for women completers. Methods included brochures; presentations to traditional and adult high school, displaced homemaker, and correctional facility classes; individual and group counseling; articles in newsletters and newspapers; mentors in nontraditional fields; contacts with vocational instructors and employers; and resource files on financial aid, child care, community resources, and sexual discrimination and harassment. The CAT Project was effective in establishing a mentor network, increased the number of women completers in nontraditional vocational-technical fields, increased female enrollment in nontraditional programs by an average of 22.4 percent, helped many of the 87.9 percent of female 1983 "nontraditional" graduates who found jobs, increased the number of employers considering and employing women in nontraditional jobs, and provided counseling to 107 women. (Appendixes include articles, photographs, and screening questionnaire.) (YLB)

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ED 252 704 CE 040 500

Daniels, M. Harry And Others

Parents and Peers: Their Importance in the Career Decision Making Process.

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—[83]

Note—26p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Education, Career Exploration, Counseling Techniques, *Counselor Role, Counselors, *Decision Making, Decision Making Skills, Educational Needs, Educational Planning, Parent Education, *Parent Influence, *Parent Participation, *Parent Role, Parent School Relationship, Parent Student Relationship, Program Development, Program Improvement, Secondary Education, Statewide Planning

Identifiers—Illinois

This paper examines the role played by parents in their children's career decision-making process. Parents are identified as preeminent influences of adolescents' career decision making, a fact that has been largely unrecognized by career guidance personnel and school administrators, as evidenced by the lack of programs designed to enable parents to promote their children's career decision making. The report identifies four programs that may be used by school personnel to modify this situation: (1) career nights, (2) using parents as consultants in their child's career decision making, (3) parental use of a self-directed career center, originally designed for students, and (4) a handbook for career planners that could be given to parents. The report also makes recommendations for ways that career guidance personnel and administrators can involve parents in their children's career exploration. (Author/KC)

ED 246 214 CE 039 198

Ellowitch, Ari

A Curriculum in Employment: Women and the World of Work.

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—83

Note—135p.; Also sponsored by grants from the 12th Street Fund, Lutheran Church Women, and the Sun Company.

Available from—Lutheran Settlement House Women's Program, 10 East Oxford Street, Philadelphia, PA 19125 ($5.00).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Career Choice, Career Education, Classroom Techniques, Disadvantaged, Employment Opportunities, *Females, *Language Experience Approach, *Literacy Education, Minority Groups, *Nontraditional Occupations, Occupational Information, *Reading Instruction, Self Actualization, Student Educational Objectives, Student Motivation, *Teaching Methods, Time Management, Womens Education, Work Environment

Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-culutral area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of illiteracy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions, and language activities, such as phonics. The guide also contains information about the Women and the World of Work project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)

ED 256 957 CE 041 538

Job Options for Women in the 80's. Pamphlet 18.

Women's Bureau (DOL), Washington, D.C.

Pub Date—80

Note—29p.; Photographs will not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adult Education, Career Choice, Career Counseling, Career Education, *Career Planning, Decision Making, *Demand Occupations, Employment Interviews, *Employment Opportunities, *Employment Projections, Equal Opportunities (Jobs), *Females, Information Services, *Job Search Methods, Referral, Resumes (Personal), Sex Fairness

This booklet is intended to provide guidance to women who are making decisions about their lives and work and to help them take advantage of the opportunities that are now open to them. Part I gives an overview of the status of women in the work force and some of the factors that affect women's employment. Alternative work patterns are a special focus. Part II provides information about what kinds of jobs will be in demand. The major occupational groups are listed with projected growth for the next decade. Part III contains information about employment counseling or job hunting resources that can be helpful to women as they venture forth into their own futures. Information is provided and resources are listed on these topics: choosing an occupation, becoming qualified, seeking employment (resumes and applications, job hunt, job interviews), and job hunting tips for teen women (getting ready, job hunting, applying, interview). A final section describes these types of information and referral sources: commissions on the status of women; Federal, State, and local agencies; women's centers; and Women's Bureau publications. (YLB)

ED 247 445 CE 039 525

Reskin, Barbara F., Ed.

Sex Segregation in the Workplace. Trends, Explanations, Remedies.

National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.

Spons Agency—Carnegie Corp. of New York, N.Y.; Employment and Training Administration (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ISBN-0-309-03445-0

Pub Date—84

Contract—300-81-0282

Note—319p.; Revised versions of papers presented at a workshop sponsored by the U.S. Department of Education, the Employment and Training Administration (DOL), and the Carnegie Corporation May 1982.

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC, 20418.

Pub Type— Collected Works - General (020) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Choice, Career Education, *Employed Women, *Employment Practices, *Equal Opportunities (Jobs), Females, Organizational Climate, *Personnel Integration, Salary Wage Differentials, *Sex Discrimination, Sex Fairness, Workshops

Identifiers—*Occupational Segregation, *Sex Segregation

This volume includes revised presentations and commentaries from a workship to review evidence for various theoretical explanations for occupational segregation and to report empirical research to enlarge understanding of the topic. An introduction summarizes contents. In part I five chapters on the extent of and trends in segregation document a decline in the segregation index, report an examination of sex segregation within organizations, address change in occupational sex composition experienced with job change and movement by race among occupations with different sex compositions, comment on contradictions among these papers, and project occupational segregation for the 1980s. Eight chapters in part II attempt to describe segregation by considering economic approaches to sex segregation, proposing a general theory to explain occupational segregation and wage differentials, criticizing this theory, reviewing the human capital explanation attributing segregation to women's preferences, reviewing literature linking sex typing in socialization to occupational choice, responding to that review, examining institutional barriers to sex integration, and commenting on that examination. The three papers in part III on the effectiveness of interventions to reduce segregation review literature to examine impacts, evaluate occupational desegregation in Comprehensive Employment and Training Act programs, and comment on the previous paper. Concluding remarks integrate several recurring themes. (YLB)

ED 248 336 CE 039 586

Lauria, Ellen Boulle And Others

A Longitudinal Comparison of Traditional and Nontraditional Career Choices by Sex. Research Report #'s-83.

Maryland Univ., College Park. Counseling Center.

Pub Date—83

Note—8p.; For a related document, see CE 039 582.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Career Choice, Career Education, *College Freshmen, Comparative Analysis, Educational Research, Engineering, *Females, Goal Orientation, Grade

Education, Program Descriptions, Radio, Retirement, Student Needs

Identifiers—*England, Informal Education

These 11 papers consider the older learner as a consumer of education and examine how the concepts of education, educators, institutions, and learners must be revised if educational involvement in later life is to be regarded as the norm. Following a prologue, "Education and the Interpretation of Life Experience" (Michel Philibert), the four papers in part I examine the needs of the older learner and assess the response that institutions and non-formal networks are making or might make. Topics include "Continuing Education and the Older Learner" (Arthur Stock), "Education and the Older Learner: Current Developments and Initiatives" (Chris Phillipson), "Unemployment and Redundancy: Implications for Pre-Retirement Education" (Phillipson), and "Institutional Care: The Creation of a Learning Environment" (Ian Walker). Part II is composed of reports of seven projects that illustrate the practical application of progressive thinking. The projects are "Learning in Later Life" (Joanna Bornat) at the Polytechnic of North London; "The Creative Crafts Project," an experiment in informal learning for children and older adults (Laura Gamble); "Senior Service: An Experiment in Broadcasting on Local Radio for Older Listeners" (Bornat); "Outreach Education in Day Centres" (Cynthia Wyld); "Outreach Education from an Adult Education Centre" (Allin Coleman); "Recall, An Audio-Visual Stimulus to Reminiscence" (Susanna Johnston); and "Pre-Retirement Education: A Biographical Approach" (Bornat). (YLB)

ED 244 133 CE 038 975

Calabrese, Anthony, Comp. And Others

Rainbow Shave Ice, Crackseed, and Other One Stuff. Sex Equity Goodies for the Classroom. EGO Project. Equal Goals in Occupations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Spons Agency—Office for Civil Rights (ED), Washington, DC.

Pub Date—Feb 84

Grant—G008200801

Note—99p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Choice, Career Development, Career Education, Career Exploration, Career Planning, *Classroom Techniques, Elementary Secondary Education, Females, Instructional Materials, *Learning Activities, Males, *Nontraditional Occupations, Postsecondary Education, Sex Bias, Sex Differences, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, State Curriculum Guides, Teaching Methods, Vocational Education

Identifiers—Hawaii

This activity guide was designed to supplement the Equal Goals in Occupations (EGO) sourcebook that was developed in 1978 by a team of teachers in the Central School District of the Hawaii State Department of Education. It contains activities that teachers (especially in Hawaii) can use to reduce the prevailing sex role stereotypes and biases held by students. The guide is organized into five chapters. The first chapter provides background information about sex role stereotypes in order to make teachers aware of the effects of stereotypes and the reasons that they should attempt to eliminate them in their classrooms. In the second chapter, activities are provided to increase students' awareness of the basic issues in sex bias and stereotyping, while the third chapter includes additional activities designed to enable students to examine their biases and stereotypes. The fourth chapter presents additional activities that can be used to help students to deepen their knowledge of the many vocational opportunities available to them, especially those nontraditional for their sex. Finally, the last chapter contains additional background materials for teachers and students along with materials that can be used for assessment and visual aids. (KC)

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ED 244 071 CE 038 887
Neo-Traditionally Speaking, Take It from Us, Students...You Can Spread Your Wings and Fly.
Muskogee Independent School District, OK.
Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Pub Date—81
Note—33p.; Muskogee High School 1980-81 Cooperative Education Project.
Available from—DeRutha Richardson, 105 Crabtree Road, Muskogee, OK 74803 ($0.70 postage).
Pub Type— Opinion Papers (120) — Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agricultural Education, Biographical Inventories, Blue Collar Occupations, *Career Choice, *Career Development, *Career Education, Cosmetology, *Females, Food Service, High Schools, *Males, *Nontraditional Occupations, Nurses, Police, Professional Occupations, Profiles, Service Occupations, Skilled Occupations, Teaching (Occupation), Technical Occupations, Vocational Education, Womens Education
Identifiers—Oklahoma (Muskogee)
This booklet contains profiles of 15 persons working in jobs nontraditional for their sex in the vicinity of Muskogee, Oklahoma. The one-page profiles are all written by the persons holding the jobs and include such information as educational background, job searches, acceptance on the job, and future plans. Photographs of each person on the job are included. Persons whose stories are told in the booklet include a female telephone installer, a female upholsterer, a female assistant professor of education/psychology, a female elementary school principal, a male telephone operator, a male cosmetologist, a female security officer, a male high school teacher, a male hospital cook, a female wallpaper hanger, a female dermatologist, a male nurse, a female county clerk, a female high school senior who is in Future Farmers of America, and a female motel manager. (KC)

ED 236 389 CE 037 484
Holland, Dorothy C. Eisenhart, Margaret A.
Women's Peer Groups and Choice of Career. Final Report.
Policy Research and Planning Group, Inc., Chapel Hill, NC.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—30 Nov 81
Grant—NIE-G-79-0108
Note—191p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Career Choice, Career Education, *College Students, Educational Research, *Females, Higher Education, *Majors (Students), Peer Acceptance, Peer Groups, *Peer Influence, Peer Relationship, Surveys
The role of women's college peer groups in aiding women to continue along or in encouraging them to drop out of certain career paths was investigated. During an ethnographic phase, freshmen were interviewed; during the survey phase a survey instrument was administered to sophomores. Respondents were from predominately black Bradford University (BU) and predominantly white North Carolina University (NCU). Peer relationships were important primarily as opportunities to enact valued role-identities. Noncareer peer relationships competed with career concerns for time and attention. Few black women changed plans for a major, while whites viewed changing majors as acceptable. Changes in major were more likely to result either in women staying in or moving toward nonmath/science majors. Ambivalence of BU women in career choice focused on questioning the worth of the credential relative to its costs. Nonacademic peer-related identities and rewards competed with career goals. NCU women were uncertain about their choices of majors. Peers' approval of NCU women's goals translated into greater commitment to pursue training in their majors. Recommendations to increase women's participation in math or science careers were identified. (The survey instrument and code book and summarized career identity histories are appended.) (YLB)

ED 239 035 CE 037 313
Instructional Strategies Grades 7-12. Career Development Assessment Series.
Washtenaw Intermediate School District, Ann Arbor, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career Education.
Pub Date—80
Note—238p.; For related documents, see CE 037 311-314.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Behavioral Objectives, Career Choice, *Career Development, Career Education, Career Planning, Classroom Techniques, *Decision Making, Decision Making Skills, Educational Needs, Educational Resources, Education Work Relationship, Employment Potential, Individual Development, Job Search Methods, Job Skills, *Learning Activities, Models, Occupational Aspiration, Secondary Education, Self Actualization, *Self Evaluation (Individuals), Sex Role, State Curriculum Guides, *Teaching Methods, Values Clarification, Vocational Interests
Identifiers—*Michigan
As part of the career development curriculum materials for Michigan schools, this book contains 63 strategies (learning activities) for teachers to use in presenting various aspects of career development to students in grades 7-12. The strategies are organized around the four components of the Michigan career development model: self-awareness and assessment, career awareness and career exploration, decision making, and career planning and placement. The following information is provided for each activity: objective (as related to numbered performance objectives), areas in which the activity can be infused, group size, method of presentation, materials and resources (such as films) needed, and procedures for conducting the activity. Worksheets and/or handouts for students are supplied for some of the activities. The book also contains a list of the Michigan career development goals, subgoals, and performance objectives for the four components of the career development model. (KC)

ED 235 379 CE 037 306
Hansen, Phyllis J., Comp.
Sex Role Stereotyping and Career Aspirations of Junior High and High School Students, Grades 7-12: A Selective Annotated Bibliography. Bibliography Series Ten.
California Polytechnic State Univ., San Luis Obispo. Library.
Pub Date—83
Note—27p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Books, Business Education, *Career Choice, Career Education, Counseling, Curriculum Development, Curriculum Guides, Educational Resources, Family Influence, High School Students, Inservice Teacher Education, Instructional Materials, Junior High School Students, Learning Activities, Mathematics, Minority Groups, Nontraditional Occupations, *Occupational Aspiration, *Periodicals, Secondary Education, *Sex Discrimination, Sex Role, *Sex Stereotypes, Vocational Education
This annotated bibliography identifies current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students. The sources included are selective and reflect a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfiche collection. The following ERIC subject headings were used to select works: sex role, sex stereotypes, sex role in literature, vocational education, and career education. Books were located through the library's card catalog under the following subject headings: sex role, sex role in literature, vocational education, and career education. A total of 113 works are included in the bibliography, which is indexed by subject. (KC)

ED 237 630 CE 037 099
Wright, Jeannie And Others
Creative Options for Children of the Eighties. Reducing Stereotyping in Career Education K-4. A Manual to Assist the Classroom Teacher.
Maine School Administrative District 15, Gray.
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Office of Career Education.
Pub Date—81
Note—169p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Attitude Change, *Career Awareness, *Career Choice, Career Development, *Career Education, Disabilities, Educational Resources, Education Work Relationship, Elementary Education, Equal Opportunities (Jobs), Exceptional Persons, Learning Activities, Nontraditional Occupations, Occupational Information, Role Perception, Self Evaluation (Individuals), Sex Bias, Sex Fairness, Sex Role, Sex Stereotypes, *Stereotypes, *Student Attitudes, Transparencies
Identifiers—Maine
This idea book is an activity guide prepared for teachers of grades K-6. The activities are designed to assist elementary teachers in providing students with a greater awareness and understanding of how bias and stereotyping affect career choice. Since most biased and stereotypic behaviors are learned during early childhood, activities are aimed at combatting this problem. Section 1 contains specific goal statements for each grade level, with appropriate activities. Activities are coded as either "brief" (requiring 15-25 minutes) or "extended" (requiring several 20-minute lessons throughout the week). Information given for each activity includes materials needed, procedures, related activities, and suggestions for subjects into which the activity could be infused. The concepts of the activities are presented in a logical sequence. Some of the activities include family circles, cleaning, pantomime of jobs, spin a web, people's choice, career pockets, colonial coins, assembly line production, lifestyle surveys, and mock jobs. The second section of the guide contains transparency masters keyed to the activities, lists of job clusters, job titles, sources of information on handicapped persons, a bibliography, and bulletin board ideas. (KC)

ED 230 739 CE 036 155
McNulty, William Brian
Adolescents' Career Aspirations and Expectations: The Influence of Gender, Grade, and Locus of Control.
Educational Research Inst. of British Columbia, Vancouver.
Report No.—ERIBC-83:9
Pub Date—Mar 83
Note—184p.; Master's thesis, University of British Columbia.
Available from—Educational Research Institute of British Columbia, 515 West 10th Avenue, Suite 400, Vancouver, BC V5Z 4A8 ($18.30).
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, *Career Choice, Career Education, Comparative Analysis, *Expectation, *Influences, Instructional Program Divisions, Locus of Control, *Occupational Aspiration, Questionnaires, Secondary Education, Sex, Surveys
Identifiers—British Columbia, *Career Expectations
A study explored the agreement in occupational fields between adolescents' career aspirations and career expectations and the influence of gender, grade, and locus of control on this agreement. The reasons for occupational choice were also examined. Subjects were 500 randomly selected 8th through 12th grade students attending a secondary school in the lower mainland of British Columbia, Canada. Instruments were an open-ended questionnaire regarding career aspirations and expectations, a scale to estimate probability of obtaining ideal and real occupational choices, and measures of reasons for career choices and locus of control. Results supported the research hypotheses and indicated that little agreement in occupational fields existed between career aspiration and expectation and that there was no grade, gender, or locus of control influence. Similarly, no differences between the reasons for ideal and real occupational choices existed. It was found that reasons for occupational choices varied across grades. (Appendixes provide the instruments and tables of summaries of reasons given by students for ideal and real occupational choices.) (YLB)

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EJ 437 059 UD 516 301
Women in Law Enforcement. Jones, Regina *Crisis;* v98 n7 p18-19,26,38 Aug-Sep 1991 (Reprint: UMI)
Descriptors: *Black Employment; *Career Choice; Career Education; *Employed Women; *Employment Opportunities; Job Skills; *Law Enforcement; Minority Groups; *Police; Promotion (Occupational); Racial Bias; Sex Bias; Sex Role; Sex Stereotypes; Blacks
Note: Theme issue with title 'Annual Careers Issue: Law Enforcement.'

The lack of roles for African-American female police officers has not stopped black women from gaining momentum in law enforcement. Women still comprise less than 10 percent of all police officers, but growing numbers of black women are finding meaningful work in law enforcement. (SLD)

EJ 335 578 CG 530 2
The Job Hunt: A Modern Test of Survival. Kimeldorf, Martin *Journal of Employment Counseling;* v23 n1 p31-37 Mar 1986 (Reprint: UMI)
Descriptors: Career Development; *Job Search Methods; *Self Directed Groups; Comparative Analysis; *Career Choice; Career Education
Identifiers: *Job Clubs; *Job Search Education

Job clubs and other self-directed group job search processes have proven successful interventions. Job Search Education attempts to convert this process for use in secondary and postsecondary educational settings. It combines self-assessment with self-directed job search. The two processes are compared. (Author)

EJ 303 482 SO 512 977
New Choices: Career Planning in a Changing World. Borchard, David C. *Futurist;* v18 n4 p57-66 Aug 1984
Descriptors: *Career Planning; *Futures (of Society); *Social Change; *Career Counseling; Career Education; Secondary Education; Higher Education; Career Exploration; Careers; Career Choice; Models

As society enters the post-industrial age, career choosers and changers have more options than ever before. Yet traditional methods used by career counselors fail to take into account the rapid changes affecting the world of work. (RM)

ED 339 816 CE 053 621
Plan for Tomorrow Today. A Vocational Career Guide. 1989 Edition.
Washington State Board for Vocational Education, Olympia.; Washington State Occupational Information Coordinating Committee, Olympia.
Pub Date—89
Note—52p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Awareness, *Career Choice, Career Education, Career Guidance, *Career Information Systems, *Career Planning, *Education Work Relationship, Employment Interviews, Employment Qualifications, Job Application, *Job Search Methods, *Occupational Information, Occupational Surveys, Resumes (Personal), School Choice, Student Financial Aid, Vocational Aptitude
Identifiers—*Washington Occupational Information System

This document presents career planning information based on the Washington Occupational Information System in a tabloid-size newspaper format. Part 1 includes articles on the Washington Occupational Information System, career clusters, occupational information tables, educational opportunities (including choosing a vocational school, private vocational schools, and public schools); training opportunities; licensing; how to afford education and training programs; addresses of institutions; the Job Training Partnership Act; military career opportunities; nontraditional employment; and special services available for handicapped students. Part 2 leads readers through five steps to getting a job (know yourself, know the employer, develop a resume, complete the application form, and attend the job interview). Included are seven exercises that can help readers use what they know about themselves in order to choose a career option; a form to be completed so that readers can become informed about a particular potential employer; sources for finding job openings; advice about completing a job application; how to write cover letters, use the telephone in a job search, and find job-related information in the library; employee and employer rights and expectations; and handling rejection shock. (CML)

EJ 435 206 UD 516 159
The Career Connection: These Students Don't Have to Be Reminded Why They're in School. Rosenfeld, Neill S. *American Educator: The Professional Journal of the American Federation of Teachers;* v15 n2 p24-29,42 Fall 1991 (Reprint: UMI)
Descriptors: Attendance; Career Choice; *Career Education; Career Guidance; College Bound Students; College Preparation; *Education Work Relationship; *Employment Potential; *High School Students; High Schools; Internship Programs; Mentors; Occupational Aspiration; Public Schools; Supplementary Education; *Urban Youth; *Vocational Interests

Discusses the effects on attendance, graduation rates, and employment prospects of high school academy programs sponsored by the National Academy Foundation. These academies give thousands of public high school students foundations for careers through coursework, mentoring, and internships in school-within-a-school supplemental programs focused on specific careers. (SLD)

EJ 332 541 CE 516 599
Careers Education and the Pre-Employment Curriculum: Report of a Case Study. Atkins, Madeleine J. *Vocational Aspect of Education;* v37 n98 p81-86 Dec 1985
Descriptors: *Career Education; Curriculum Evaluation; Case Studies; *Prevocational Education; *Career Choice; *Career Guidance; Teacher Attitudes; *Student Attitudes; Secondary Education; *Relevance (Education)

Reports the findings of part of a case study of 17-year-old students taking prevocational courses. The article focuses on the students' career plans at the beginning and end of the year and on the relationship of these plans to the career education and guidance component of the courses. (Author/CT)

EJ 301 095 CG 526 411
Decision Making in Vocational Theory: Evolution and Implications. Hazler, Richard J.; Roberts, Gerry *Personnel and Guidance Journal;* v62 n7 p408-10 Mar 1984 (Reprint: UMI)
Descriptors: *Decision Making; *Career Choice; *Career Education; *Career Counseling
Identifiers: *Vocational Theory

Examines the evolution of decision making from a position of minor significance to one of primary importance in vocational theory, and considers the effects of this development on counseling and educational practices. (JAC)

ED 331 708 SE 051 987
O'Brien, Judith A. Tracy, Dyanne M.
The Effects of Female Mathematician Role Models on Eighth- and Ninth-Grade First-Year Algebra Students.
Pub Date—91
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algebra, *Career Choice, Career Education, *Females, *Mathematicians, *Mathematics Education, Program Descriptions, *Role Models, *Student Attitudes
Identifiers—Occupational Stereotypes

In the United States female and male students supposedly have the same educational opportunities. Females continue to score below male students on the mathematics portions of standardized tests and less frequently choose mathematics-oriented careers. In this experimental study (n=95), 47 first-year algebra students participated in a month-long Specialized Supplementary Curriculum Component (SSCC). The SSCC included exposure to three female speakers who used mathematics in their careers and four lectures with follow-up activities about historical female mathematicians. Data for the control group (n=48) and the experimental group (n=47) were analyzed using one-tailed t-tests. Results indicated that students' attitudes toward careers in mathematics and the personal importance of mathematics were significantly improved. Students' attitudes also reflected less stereotyping of mathematics as a male domain. (Author)

EJ 340 878 CG 530 760
The Effect of Small-Group Counseling and a Career Course on Career Decidedness and Maturity. Davis, Reed C.; Horne, Arthur M. *Vocational Guidance Quarterly;* v34 n4 p255-62 Jun 1986 (Reprint: UMI)
Descriptors: Higher Education; College Students; Career Guidance; *Career Choice; *Decision Making; *Career Education; *Vocational Maturity; *Group Counseling; Small Group Instruction

The effectiveness of two career development treatments were compared. No significant differences were found. Implications for career development services are presented. (Author/ABB)

EJ 316 253 CE 515 482
A College/School Cooperative. An Innovative Approach to Career Education. Rubinton, Natalie *Canadian Vocational Journal;* v20 n4 v21 n1 p54-58 Feb-May 1985
Descriptors: *College School Cooperation; Elementary Secondary Education; Postsecondary Education; *Junior High School Students; *Community Colleges; *Career Education; *Parent Education; Decision Making; Career Choice; Workshops; *Career Exploration; Staff Development; Program Evaluation
Identifiers: Kingsborough Community College NY

Describes various elements of a federally sponsored career education project aimed at junior high school students, their parents, and school personnel. The project utilizes an urban community college for all three learning groups. Each program is described at length and evaluation of each program is discussed in detail. (CT)

ED 340 926 CE 060 150
Connecticut Career Currents. Charting a Course for Your Future.
Capitol Region Education Council, Windsor, CT.
Spons Agency—Connecticut State Dept. of Education, Hartford.; Connecticut State Occupational Information Coordinating Committee, Middletown.
Pub Date—[91]
Note—33p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Choice, *Career Education, *Interest Inventories, Junior High Schools, *Learning Activities, Middle Schools, Occupational Information, Test Items, *Values Clarification, Vocational Interests
Identifiers—National Career Development Guidelines

This newspaper is designed to help students think about careers and formulate plans and goals. It is made up of short exercises and games that focus students' attention on their values and interests and suggest how those interests can relate to careers. Activities include checklists, score sheets, matching games, fill-in-the-blanks sentences, word puzzles, and word finds. Answers are provided. (KC)

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ED 336 506 CE 058 721
Otto, Luther B.
How To Help Your Child Choose a Career. New and Revised Edition. Today's Youth and Tomorrow's Careers Edition.
Florida State Dept. of Education, Tallahassee. Bureau of Career Development.
Report No.—CD5115BK-90
Pub Date—89
Note—170p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Apprenticeships, *Career Choice, Career Education, *Career Exploration, College Choice, Educational Resources, *Education Work Relationship, Learning Activities, *Occupational Information, Parent Aspiration, Parent Child Relationship, *Parent Influence, Parent Participation, *Parent Role, Postsecondary Education, Secondary Education, Student Financial Aid, Values Clarification
This edition of a handbook aimed at helping parents help their children make a career choice has been rewritten and updated. New material begins with the introduction, which provides a rationale for involving parents in their sons' and daughters' career decisions. Other new material includes sections on women and work, minorities and work, professional athletes, occupational training in the military, population and labor force trends, employment projections, college costs and financial aid, and new suggestions on how parents can help a child choose a career. The Career Explorations Workbook is integrated more closely into the book than in the previous edition. The book is organized into four parts that explore (1) the changing society, including values a. attitudes, population and labor force change and women and minority groups in the workplace; (2) the work world, including employment projections and where to find occupational information; (3) career preparation–additional schooling options such as college and vocational schools; and (4) career preparation–earning while learning, through such modes as apprenticeships, military training, on-the-job training, and federal civil service. The Career Explorations Workbook provides exercises for parents and students at the end of each of these sections. A final page of chapter notes suggests resources for further information. (KC)

ED 328 757 CE 056 957
Future Builders. A High School Career Education and Life Skills Curriculum.
Maine State Dept. of Educational and Cultural Services, Augusta.; Maine Univ., Orono.
Pub Date—90
Note—146p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Development, Career Choice, *Career Education, *Career Exploration, *Career Planning, Communication Skills, Curriculum Guides, *Daily Living Skills, Decision Making, Goal Orientation, High Schools, Job Search Methods, *Parent Participation, Self Evaluation (Individuals)
Identifiers—Job Shadowing
This document is a guide for incorporating sequenced career education and life planning into the high school curriculum. It is divided into five sections. "Orientation" (ninth grade) includes three sessions designed to continue the exploration process that many students began in eighth grade, leading the students through an assessment of themselves and their career fantasies as they learn about present and future trends. The 10th-grade "Building Your Future" seminar has 10 sessions, which include self-assessment, communication skills, career and postsecondary institution research reports, adult development, life planning, and decision making. "A Passport to My Future" (11th grade), the experiential component, provides a structure that encourages students to visit at least one employer and one postsecondary institution and participate in job shadowing. Students in the program must identify a sponsor who works with them and provides transportation. The 12th-grade "Transitions Seminar" teaches life skills and includes sessions on budgeting, citizenship, wellness, resumes, interviewing skills, and community resources. Each sessions consists of some or all of these components: objective, description, materials required, instructions, homework assignment, references, and handouts. A parents' guide provides the following materials for each student section: overview; goals, homework assignments, and references. (YLB)

ED 335 673 CE 058 585
Riley, Linda L.
Equity Leadership Project. Final Report. FY 1990-91.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—Jun 91
Contract—PAA-00180
Note—135p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Planning, Educational Improvement, Educational Planning, Females, Inservice Teacher Education, Leadership Training, *Professional Development, Program Development, *Program Improvement, Secondary Education, *Sex Fairness, *State Programs, Statewide Planning, Technical Assistance, Workshops
Identifiers—*Wisconsin
The Equity Leadership Project provided technical assistance, coordination, training, and resources to equity projects developed in the process of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. The project served 108 school districts. The project's focus was on training regional equity leaders responsible for assisting local district staff in implementing the model. Training included providing trainees with resources, skills, and knowledge for building commitment and direction; assessing equity in the local school district; and developing and implementing long-range equity plans. A needs assessment was developed and conducted to identify specific needs. As a result, assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts and community and professional groups. Recommendations were made for continuing training in gender equity issues. (Appendixes, which make up 90 percent of the document, include a composite report of student career surveys, a list of project participants, meeting agendas and evaluations, and two project newsletters.) (KC)

ED 326 673 CE 056 449
Bowman, Linda
Examining Possible Jobs with the Dictionary of Occupational Titles (D.O.T.).
Pub Date—90
Note—51p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Choice, Career Education, *Career Exploration, *Career Information Systems, Employment Qualifications, *Government Publications, Higher Education, High Schools, Information Sources, Learning Activities, Occupational Aspiration, Occupational Clusters, *Occupational Information, Occupations, *Reference Materials, Workbooks
Identifiers—*Dictionary of Occupational Titles
The Dictionary of Occupational Titles (DOT) contains information on more than 35,000 occupations in the United States. Volume I of the publication contains the names and definitions of more than 35,000 jobs, including information on what gets done, how it gets done, and why it gets done. The definitions also provide information on aptitudes, interests, and temperaments required for the job, and information on the extent to which the worker is involved with information, instructions, people, animals, and inanimate objects. Volume II contains two sections and four appendixes. It groups occupations into categories and explains the numerical codes used. This workbook provides a map to the third edition of the DOT, designed to help students use the reference. Emphasis is on using the publication to obtain information about various jobs without the burden of learning how the DOT is structured. The workbook is divided into two sections. In each section students are asked to look up information and write down a response. The workbook is arranged in such a way that students may work independently and at their own pace. It is appropriate for use at both the high school and early college levels. (KC)

ED 330 861 CE 057 646
Piekarski, Thomas J., Comp.
Rural Enterprise Development, Pathfinder. A Guidebook: Making Mid-Career Decisions for the Career Planning Course.
Blackhawk Technical Inst., Janesville, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—[88]
Note—98p.; Document contains colored paper.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Adults, *Agricultural Laborers, Aptitude Tests, *Career Change, Career Choice, Career Development, Career Education, *Career Planning, Course Content, Decision Making, Dislocated Workers, *Farmers, Interest Inventories, Job Applicants, *Job Search Methods, Learning Activities, *Midlife Transitions, Postsecondary Education, Rural Family, Self Evaluation (Individuals), Values
This guidebook provides materials for a Rural Enterprise Development course for farmers, agricultural workers, spouses, and farm families in Rock and Green Counties, Wisconsin. Course goals are to help the user discover career and life options and develop job seeking skills. The guidebook is intended for use as a notebook or journal to record information learned about oneself during the course. An introduction contains a course outline; course objectives and agenda; information on mid-career changes, career development, planning attitude, stress, and loss of a farm; and career decision-making steps. Part 1 focuses on assessing one's interests, experiences, abilities, and values. Part 2 discusses using that information in planning and decision making. Part 3 assists the user in job search and job seeking skills. It covers job applications, resume preparation, cover letter construction, preparing for and taking an interview, post-interview thank-you letters, and job leads. Informative materials, samples and examples, and exercises are provided in each part. Appendixes include a list of resource organizations; list of 11 course references; "pocket resume" format; course evaluation form; and precareer planning course employment referral form. (YLB)

ED 322 694 EC 231 886
Careers: Job Searching and Success.
Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.
Report No.—ISBN-0-8444-0654-6
Pub Date—89
Note—59p.
Available from—Careers, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150 (free).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Audiodisks, Audiotape Cassettes, *Blindness, *Braille, Business, *Career Choice, Career Education, Employed Women, *Job Search Methods, Legislation, *Physical Disabilities, *Talking Books, Young Adults
The bibliography on careers lists discs, cassettes, and braille books in the network library collections provided by the National Library Service for the Blind and Physically Handicapped, Library of Congress. The bibliography is divided into six subject sections. The first section, "Choosing a Career: Some Options," lists resources in arts and music, computers, health and human services, sales, small business, writing and communications, and other occupations. Other sections include "Job Searching: Skills and Techniques," "Young People in the Workforce," "Women in the Workforce," "Success in the Business World," and "Laws and Legislation." Within each section, books are arranged alphabetically by title and described briefly. (JDD)

ED 322 636 **EA 022 164**

Mel, Dolores M. And Others

High School Clusters, 1989-90. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—Jun 90

Note—21p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Administrators, *Admission (School), Admission Criteria, Career Choice, Career Education, Career Guidance, *Cluster Grouping, Curriculum Design, Curriculum Development, *High Schools, *Occupational Clusters, Peer Institutions, Principals, Program Evaluation, Public Schools, *School Organization, Secondary School Curriculum, Selective Admission, Student Interests, Student Motivation, Urban Schools, Vocational Interests

Identifiers—*New York City Board of Education

The effectiveness and equality of the admissions process of the 1988-89 New York City cluster program is evaluated in this report. The cluster program consisted of 13 separate school clusters that offered career-related curricula, each headed by a different principal and facilitator. Program goals were: (1) to ensure equitable student access to special and optional programs by providing a uniform curriculum among schools that share related career interests; and (2) to allow development of students' special interests. Methodology consisted of interviews with principals and facilitators of all 13 clusters and a mail survey of 40 cluster members. The majority of interview subjects felt that the clusters had successfully achieved program goals, and expressed satisfaction with a collaborative cluster member forum. Recommendations were made for: clarification of program guidelines; concentration of responsibility for cluster organization and communication; prior dissemination of program information to prospective high school students; and consideration of student attitudes and interests in the admission screening process. (LMI)

ED 304 578 **CE 052 116**

Karian, Frank

Project Lead the Way Continued. Career Guidance Summer Workshop 1988. Results and Revision for 1988-1989.

North Arlington School District, NJ.

Pub Date—4 Aug 88

Note—119p.; For an earlier report, see ED 241 692.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Choice, *Career Education, *Career Exploration, Classroom Techniques, *Counselor Role, Counselor Training, Curriculum, *Education Work Relationship, Field Trips, Inservice Teacher Education, *Occupational Information, School Business Relationship, Secondary Education, Staff Development, Teaching Methods, *Workshops

Identifiers—*Project Lead the Way

Project Lead the Way is a developmentally structured career guidance program at North Arlington High School in New Jersey. Encompassing grades 8 through 11, the project is geared to let students explore and become aware of the vast amount of career opportunities available in the work world, as well as to appreciate the importance of a high school diploma. The program began in the 1984-85 school year and is updated by summer workshops for guidance counselors and teachers. This report contains the materials used in the Summer 1988 workshop that evaluated and updated Project Lead the Way. Materials include a project abstract; introduction to the problem including information on related research, evaluation plan, sex role equity statement, and list of fastest-growing jobs; objectives of summer workshop; Grade 8 filmstrips, evaluation, and materials; Grade 9 program, results of teacher evaluation of Grade 9 program; Sophomore Career Exploration and Awareness Program objectives, flowchart, general design, guidance advantages, job description request form, student evaluation forms and results, career clusters, and end of year reminders; letter to Time Share Corporation; things to do flowcharts, general design of the program; things to do brochure, junior survey, junior evaluation and results; junior end of year reminders; letter to alumni career speakers; letter to parents; management timeline, bus transportation schedule; field trip speaker contacts; and thank-you to faculty. (KC)

ED 319 985 **CE 054 972**

Bingaman, David E.

Career Counseling and Development. Course of Study, Grades 6, 7, 8.

Pub Date—6 Aug 87

Note—11p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Development, *Career Education, Career Guidance, *Career Planning, Education Work Relationship, Junior High Schools, *Middle Schools, *Occupational Information, Vocational Interests

Identifiers—Pennsylvania

This outline for a middle school career development guide includes five sections and two appendices. Section 1 outlines the philosophy and objectives of middle level education at Selinsgrove Area Middle School in Pennsylvania. Section 2 outlines objectives of career development. Section 3 lists four types of course content, including classroom overview of careers, resource personnel unit, higher education or training school unit, and "on-the-job" unit. Section 4 provides methods of evaluation for the course units. Section 5 lists five resources for career development. Appendix A provides a worksheet for students to use to report on a presentation by a resource person. Appendix B provides a similar worksheet for presentations on higher education or training schools. (CML)

ED 305 427 **CE 051 615**

Lawson, Dorothy Blair, Diane

A Training Handbook for "Using Labor Market Information in Career Exploration and Decision Making. A Resource Guide."

Eastern Illinois Univ., Charleston.

Spons Agency—Vocational Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Report No.—ISBN-0-912048-51-4

Pub Date—Sep 86

Note—161p.; For the related resource guide, see ED 284 020.

Available from—Garrett Park Press, P.O. Box 190-B, Garrett Park, MD 20896.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Choice, *Career Counseling, Career Development, Career Education, Career Exploration, Career Guidance, Counselor Educators, *Counselor Training, Course Descriptions, Decision Making, *Faculty Development, Higher Education, Learning Activities, *Occupational Information

Identifiers—Career Information Systems

This training handbook is a companion volume to "Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide." It is designed for use in a workshop format to introduce the resource guide to counselor educators who will use it as a primary or supplementary text for college courses in career development or occupational information in the counselor education program. Part I provides a preparation checklist and timelines for both a 3-hour (half-day) and 6-hour (full-day) workshop. Part II contains the workshop facilitator's procedures for presenting the resource guide. The six chapters cover understanding career development and the use of career and labor market information in career counseling; understanding the labor market: concepts and applications; exploring labor market information sources and systems; exploring labor market information resources and products; using labor market information in career counseling; and developing a professional plan of action. Each chapter begins by listing goals and content areas. A content outline, activities, and discussion suggestions are provided. Culminating activities follow chapter VI. These facilitator materials are then presented: handout masters, transparency masters, and posttest answers. Part III is a university course outline. (YLB)

ED 303 878 **CE 051 619**

International Conference on Vocational Guidance (5th, Hyogo, Japan, November 2-4, 1986). Final Report.

Ashiya Univ., Hyogo (Japan).

Spons Agency—Ministry of Education, Tokyo (Japan).

Pub Date—Jun 87

Note—267p.

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Career Choice, Career Education, *Career Guidance, Educational Change, Educational Improvement, *Educational Trends, Education Work Relationship, Employment Practices, Females, Foreign Countries, *Older Adults, Postsecondary Education, Secondary Education, Teaching Methods, *Technological Advancement, *Vocational Evaluation, Womens Education

Identifiers—*Fukuyama Profile, Germany, Great Britain, Japan, USSR

These proceedings contain 36 presentations: "Vocational Guidance: Current Issues" (Marland); "Academic Excellence–Its Meaning for Hawaii's Schools" (Barney); "Educational Level or Occupational Activity and Intelligence Level" (Dupont); "The Organization and Administration of Career Guidance in the Educational Sphere in Great Britain" (Hoxter); "The Influence of Educational Reform Proposals on Vocational Guidance in American Elementary and Secondary Education" (Hoyt); "Current Issues of Vocational Guidance" (Kudo); "Vocational Guidance for Women–New York City" (Kuritzkes); "Educational Renewing Influence on Vocational and School Guidance in France" (Pellerano); "Recent Developments in the Educational System" (Rangel); "Tendencies of Education and the Employment System in the Federal Republic of Germany and the Significance for Vocational Guidance" (Zenke); "Pedagogical Technology" (Rohrs); "Vocational Orientation as an Integrate Part of the Socialist General Education in the German Democratic Republic" (Siebel); "The Fukuyama Profile Administration in Hawaii 1982, 1985 and 1986" (Barney); "The New Computer Version of the Fukuyama Profile" (Inaba); "Some Observations on Administering the Fukuyama Profile in Schools in Birmingham" (Rangel); "Implementation of the F-Test in New York City, October, 1985" (Weingart); "F-Test for Appraising the Ability to Choose Methodically among Occupations" (Zenke); "The Development of Junior High School Student Ability in Occupational Selection" (Nishida); "Vocational Guidance in the Unified Continuous Education System of the Soviet Union" (Zhiltsov); "Special Problems in Vocational Guidance Posed by Rapidly Advancing Technology" (Christ-Janer); "Relationships between Psychological Aspects and Vocational Choice during the Period 1974-1982" (Dupont); "The Impact of Technology on Occupational Change in the United States" (Hoyt); "Career Education and the Changing Structure of Work" (Inaba); "Vocational Guidance and Technology's Promise" (Kuritzkes); "New Technologies and Guidance in the Industrially Advanced Countries" (Pellerano); "Technology and Responsibility" (Rohrs); "Educational Reform in the Soviet Union and Its Impact on Vocational Guidance" (Tatur); "Experiences of the German Democratic Republic on Special Problems of Vocational Orientation" (Siebel); "Issues Currently Facing Vocational Guidance" (Fukuyama); "Vocational Guidance and the Aging Society" (Hiroi); "Channeling the Energies of an Aging Population into a Productive and Fulfilling Old Age" (Hoxter); "Educational Reforms to Cope with the Society of Longer Life Span" (Kida); "The Role Vocational Guidance Should Play in Channeling the Energies of an Aging Population into Productive and Fulfilling Old Age" (two papers, one by Kudo and one by Rohrs); "Vocational Guidance: Serving the Aging Population" (Marland); and "Vocational Guidance Beacon for the Fulfillment of Old Age" (Weingart). (KC)

ED 300 637 CE 051 307

Embler, Marc P.

Designing and Implementing Career Education for the Emotionally Handicapped Middle School Child.

Pub Date—88

Note—82p.; Ed.D. practicum report, Nova University.

Pub Type— Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Disorders, *Career Awareness, *Career Choice, Career Education, *Career Exploration, Career Guidance, *Education Work Relationship, *Emotional Disturbances, Intermediate Grades, Junior High Schools, Occupational Aspiration, Outcomes of Education, Program Effectiveness

A practicum addressed the problem of a lack of career education in a psychoeducational school, a lack that resulted in reduced student motivation, performance, and planning for the future. Following a literature review, suggestions were made for adjustments of instructional materials for emotionally handicapped students. A career education program was begun for the 12 middle school students to demonstrate that education is directly correlated with their future plans in the work world. The program included field trips, speakers, and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets. The results of the practicum were positive. This conclusion was based not only on results of objective instruments but also on the subjective opinions of those involved. The students became aware that learning is not only important but is crucial to meeting career goals. At the same time, they found that learning can be an enjoyable experience. (The report describes the career plan used and suggests ways it can be implemented by other programs. A checklist and questionnaires used in the project and a four page listing of printed and audiovisuals materials are appended.) (KC)

ED 296 157 CE 050 455

Berryman, Sue E.

Routes into the Mainstream: Career Choices of Women and Minorities. Occasional Paper No. 124.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—88

Note—15p.

Available from—National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. OC124: $2.75).

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Education, *Equal Opportunities (Jobs), *Females, *Minority Groups, Nontraditional Occupations, *Occupational Aspiration, Racial Discrimination, Sex Discrimination

Joint implications from five recent studies on occupational choice indicate that a more in-depth concentration on the occupational consistency or discontinuity of women and minorities will provide direction for future academic discipline and policy for this population. The discipline and policy process is potentially one of the most important areas in research because it begins to raise questions about concepts of occupation. The studies show the extent to which identities seem to organize occupational choice for all individuals. A set of occupations consistent with how these identities are put together seems to be emerging. There seems to be a sense of occupational persistence with upward mobility within the context of tribe, class, or gender. Arguably, two factors--tribal/cultural concept and social class--seem to contribute to the relationship between ethnicity and mathematical performance at each educational stage. Both affect family behavior patterns, which, in turn, powerfully affect children's school performance. Literature indicates that girls' occupational expectations depend on how they expect to allocate their time during adulthood between the labor force and work in the home. Career choices seem to reflect how and when to resolve the conflict between achievement in the labor force and family responsibilities. (YLB)

ED 296 168 CE 050 521

Boerner, Lee Ann Bosterbusch, Karl F., Ed.

Job Seeking Skills Course. Instructor's Manual.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Report No.—ISBN-0-916671-86-0

Pub Date—88

Note—92p.; For the accompanying workbook, see CE 050 522.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, Career Choice, *Career Education, *Career Planning, Employer Employee Relationship, *Employment Potential, Goal Orientation, *Job Search Methods, *Job Skills, Learning Activities, Postsecondary Education, Teaching Guides, Teaching Methods, Vocational Education

This instructor's manual complements the Job Seeker's Workbook, which is a practical, step-by-step course on job seeking and related skills. The manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the six-unit course. The goals and outcomes are correlated with methods and materials used and staff and equipment involved. Units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here--What Next? Appendixes provide master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievements. An instructor's resource list provides suggestions for further readings related to the area of job seeking/keeping skills. (YLB)

ED 294 065 CE 050 164

Improved Career Decision Making through the Use of Labor Market Information (ICDM) Trainer's Guide. 4th Edition.

North Texas State Univ., Denton.; Washington State Occupational Information Coordinating Committee, Olympia.

Spons Agency—National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—84

Note—206p.; Document is printed on yellow paper.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Business, *Career Choice, Career Education, Competency Based Education, *Counselor Training, *Decision Making, Employment Projections, Employment Statistics, Federal Government, Industry, Information Sources, *Information Utilization, *Labor Market, *Occupational Information, State Government, Unions

This guide is intended for use in training counselors who are involved with their clients' career decision-making processes. A primary objective of the curriculum is to familiarize participants with labor market information (LMI) resources and help them develop ways to use these resources with their clients. The following topics are covered in the individual units: career decision making and the role of LMI (shared job functions, economic and demographic factors, role of LMI in career decision making); exploration of labor market concepts (definitions of basic employment and career terms, industrial and occupational classification systems, three LMI decision areas); sources of LMI (LMI-producing agencies); national LMI for counseling; state and local LMI for counseling (occupational employment data, occupation and industry employment projections, industrial employment data); some limits of LMI (data use cautions); the role of organized labor; labor market perspectives for business and labor (questions for discussion with business and labor); exploration of the military for career decision making; and an action plan for counselors. (MN)

ED 296 169 CE 050 522

Boerner, Lee Ann

Job Seeker's Workbook.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Report No.—ISBN-0-916671-83-6

Pub Date—88

Note—179p.; For the accompanying instructor's manual, see CE 050 521.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Choice, *Career Education, *Career Planning, Employer Employee Relationship, *Employment Potential, Goal Orientation, *Job Search Methods, *Job Skills, Learning Activities, Postsecondary Education, Vocational Education, Workbooks

This workbook contains materials for a practical, step-by-step course on job seeking and related skills. The materials are intended for a 30-hour course. The six units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here--What Next? Types of materials provided for each unit are: exercises, sample materials, examples, and informative material. The exercises include checklists, short-answer questionnaires, and sample forms to fill out. A reference list is appended. (YLB)

ED 293 227 EC 202 076

Schwartz, Phebe

Rural Transition Strategies That Work.

American Council on Rural Special Education.

Pub Date—Feb 87

Note—24p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Career Choice, Career Education, Career Exploration, Career Guidance, Career Planning, *Disabilities, *Education Work Relationship, Family Involvement, Job Placement, Job Skills, *Job Training, Models, Parent Participation, Prevocational Education, Program Content, *Program Effectiveness, *Rural Education, School Community Relationship, Secondary Education, Vocational Education, Vocational Rehabilitation, Work Experience Programs

Successful rural transition strategies which assist disabled rural secondary students in the transition from school to employment and community integration are described. Effective programs and specific strategies touch on such topic areas as job/career exploration, on-site job exploration, career planning, prevocational training, transition training and academic skills, mainstreamed vocational courses, individual vocational training contacts, and parent and family involvement. Additional strategies address identification of training sites, diversified job training, rotation job training, making the most of limited work sites, community involvement in training, contract vocational education (CVE), transportation options, mobile assessment units, interagency collaboration, employer training, community education, social integration, using local employment, school/business partnerships, and creating employment (products and services). The name and address of a contact person is provided for each strategy described. (JW)

ED 294 059 CE 050 149

Whitfield, Edwin A., Ed. And Others

Improving Career Development through Counselor Education Programs. Proceedings of the 1985 Counselor Education Career Development Workshop Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86

Note—167p.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agency Role, *Career Choice, Career Counseling, *Career Development, Career Education, Career Exploration, *Career Guidance, Counselor Educators, *Counselor Training, Decision Making, Disabilities, Elementary Secondary Education, Guidance Programs, Lifelong Learning, Postsecondary Education, Program Improvement, Public Agencies, State Agencies, Vocational Education, Vocational Evaluation, Vocational Rehabilitation

Five workshop presentations on career development–trends and implications are "Work and Society: Implications for Counselor Education" (Herr); "Major Trends in Career Development Theory and Practice: Implications for Counselor Education" (Gysbers); "Career Development: The Home and Family" (Otto); "Career Development in Business and Industry" (Knowdell); and "Support for Counselor Training and Retraining through the Carl D. Perkins Vocational Education Act of 1984" (Bottoms). Five papers on career choice–the individual and society include "Undecided Students: A Population with Special Career Decision-Making Needs" (Gordon); "Career Time Perspective in Special Populations" (Savickas); "Comprehensive Career Counseling" (DiRusso, Gill-Wigal); "Motivational Disability Problems in Rehabilitation" (Silverman); and "Resolving Work/Sex Role Conflicts: A Model for Conceptualization and Intervention" (Cook). Six presentations on enhancing career choice–programs, methods, and materials are "Using Labor Market Information in Career Exploration and Decision Making" (Bhaerman); "Taxonomy of Career Counseling Situations" (Cochran, Reuschman); "How To Improve a School Guidance Program" (Gysbers); "Determining Career Positions and Career Readiness: A Counseling/ Curriculum Strategy" (Santoro); "Vocational Assessment for Special Needs Students" (Shepard), and "Placement and Recruitment" (Hauck, Myers). Five papers on career development–legislative and funding perspectives are "Implications of Counselors/S.W. Licensure Law for Counselor Education" (Nemec); "Helping Counselors Access the Legislative Process" (Hickey); "Getting Involved in the Legislative Process" (Bottoms); "In Search of External Resources: Toward Guidance Program Improvement" (Drier); and "Political Actions for Counselor Educators" (Miller). The final 11 papers are on career development–state and community agency roles and perspectives: "Career Development Service within Rehabilitation" (Richardson); "Adult Services for the Mentally Retarded and Developmentally Disabled" (Tisdale); "OBES/JTPA Division" (Clayborn); "Ohio's Career Development Program" (Shylo); "Counseling Programs within the Ohio Bureau of Employment Services" (Gehl); "Guidance and Testing: Ohio Department of Education" (Whitfield); "Counseling for Alcohol and Drug Addiction" (Brown); "Vocational Rehabilitation Counseling" (Havranek); "Counseling within Youth Services Schools" (Whitt); "The Employment and Education Commission of Franklin County: Goals and Objectives" (Dawson); and "Comments to the Workshop Participants" (Seifert). (YLB)

ED 290 869 CE 049 520

Turker, A. Vural

Vocational Expectancies of Low Income Groups: General Trends and Some Considerations for Improvement.

Pub Date—Dec 86

Note—34p.; Paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 5-9, 1986).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, Career Education, Career Exploration, *Career Guidance, *Economically Disadvantaged, *Educational Needs, Education Work Relationship, *Low Income Groups, *Occupational Aspiration, Program Improvement, Secondary Education, *Student Characteristics

This paper furnishes some general information on various characteristics of low income groups, presents a lengthy discussion of their vocational expectations and characteristics, and points out a number of ways to assist economically disadvantaged groups to improve their educational and vocational aspirations and their employment outlook. The paper reviews low income, social and cultural disadvantagement, and economic depression as factors often considered as descriptive of poverty. Some characteristics of low income groups include lower IQs in children, more restricted language usage and language patterns different from the middle class, attitudinal characteristics such as separation from the institutions and values of society and unstable families, and lower academic aspirations. Because they have not been exposed to alternatives, the vocational aspirations of low income children are limited to lower-paying positions. They regard school as a means of earning money in the near future, not in the long term. Low-income groups can be helped to expand their occupational horizons by career development services that provide career exploration and education, more effective transition from school to work, and placement and followup services. (KC)

ED 281 009 CE 04[illegible] 155

Rickman, Louise

Exploring Careers in Business. Instructor's G[illegible]de.

Missouri Univ., Columbia. Instructional M[illegible]erials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—Mar 87

Note—223p.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Catalog No. BOE-1-I).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Business Education, Career Choice, *Career Education, Career Exploration, Competency Based Education, Demand Occupations, *Employment Opportunities, *Employment Potential, *Job Skills, Learning Activities, Lesson Plans, Occupational Information, *Office Occupations Education, Secondary Education, State Curriculum Guides, Teaching Methods, Test Items, Transparencies, Units of Study, *Vocational Education

Identifiers—Missouri

This curriculum guide was developed to update information that is crucial to business and office students as they examine career possibilities and go about the job-seeking process. New information in the areas of job descriptions, career terminology, statistics related to career opportunities, placement, and careers with high rates of projected growth in the next decade are included in this revised guide. Reference/resource listings, including many computer-assisted materials, have also been updated and expanded. Four units cover the following topics: the importance of choosing a career, personal qualities for the world of work, sources of information and occupational requirements, and developing a career plan. Each instructional unit includes these basic components: performance objectives, suggested activities for teachers and students, information sheet, assignment sheets, key to assignment sheets, transparency masters, test, and test key. Units are planned for more than one lesson or class period of instruction during a one-semester course. Lessons can be utilized as an introductory part of a vocational course; several of the units could also be used in postsecondary and adult training programs. Appendixes to the guide list references and supplementary resource materials. (KC)

ED 287 075 CE 048 627

Extended Campus. A Partnership That Works.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 87

Note—168p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Career Choice, Career Development, Career Education, *Career Exploration, Cooperative Programs, Course Content, Educational Planning, Education Work Relationship, *Employment Potential, Guidelines, High Schools, *Job Skills, Models, Occupational Information, Program Development, Program Evaluation, Program Implementation, *School Business Relationship, Skill Development, Staff Development, *Work Experience Programs

Identifiers—*Extended Campus

Extended Campus is a partnership between education and the private sector that allows high school students an opportunity to acquire core employment skills applicable to a cluster of occupations. The program is also intended to stimulate and sustain a symbiotic partnership between education and the private sector. During their participation in Extended Campus, students master a blend of academic and employment-related skills by rotating through multiple learning stations within a private sector facility. Students are not paid, nor do they produce within the company. This implementation guide describes a variety of processes that occur in the development and implementation of an Extended Campus program. It is organized in five sections. The introductory section describes Extended Campus; outlines the benefits of the program for students, schools, and the private sector; and provides examples of Extended Campus courses. In Section II, the participants in Extended Campus are described. They include the teacher, the planning team, and the implementing team. Developing a partnership is the topic of Section III. Worksheets for all participants are included in this section. The process of implementation of Extended Campus is outlined in Section IV. This section contains information on selecting the career cluster which is the focus of the program, the three phases of Extended Campus, student recruitment, course outline, staff development, field testing, and student evaluation. In the final section, methods for evaluating the Extended Campus program are discussed. Appendixes contain numerous sample forms, a sample course syllabus, and a sample learning packet for use in the Extended Campus program. (KC)

ED 286 862 SP 029 429

Leonard, Patricia Y. And Others

Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.

Pub Date—[87]

Note—34p.; Some tables contain small print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Career Education, *Educational Cooperation, Higher Education, *Minority Group Teachers, *School Districts, *Schools of Education, Secondary Education, *Teacher Recruitment

Identifiers—*Educators 2000 Project, Louisiana

A review of national trends shows that American schools will face serious teacher shortages beginning in the late 1980s and extending through the turn of the century. The Educators 2000 Project is a cooperative effort among several Louisiana Universities, the Urban League, and the Orleans Parish Public Schools (Louisiana) that focuses on the recruitment of students into education careers. Minority teacher recruitment is a particular concern of the project, which has targeted inner-city, minority youngsters with an interest in teaching or other education careers. Educators 2000 seeks to attract potential teachers by making teaching an attractive and viable career option. It also provides early and continuous reinforcement to students interested in an education career through the establishment of Educators 2000 clubs at schools, with sponsorship by a local college or university. College students are eligible to participate in Educators 2000 projects that encourage involvement, learning, and commitment to education professions. (CB)

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ED 277 018 CS 210 214
Mack, David J.
A Newspaper Career? A Publisher's Personal Answer.
Pub Date—86
Note—10p.; A publication of the Press & Sun-Bulletin, Binghamton, NY.
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Planning, Careers, Elementary Secondary Education, *Employment Opportunities, Journalism, *Newspapers, *News Reporting, *Occupational Information
In response to an eighth grade girl's questions about selecting a newspaper career, this pamphlet provides information on a number of aspects of the newspaper industry from a publisher's personal point of view. Educational requirements are discussed, emphasizing the necessity of a 4-year college degree in journalism or a related field and a solid grasp of the English language, and other helpful skills are described, such as knowing how to type and use microcomputers. Following a brief description of the chief executive officer's role at the newspaper, newspaper jobs in the following areas are outlined: reporting, editing, accounting, advertising, circulation, employee relations, marketing/promotion, and production. A separate section details the function and characteristics of the reporter. Finally, the monetary opportunities available in the newspaper industry are described, emphasizing that news reporting is not particularly rewarding in the financial sense but can provide many intangible rewards. (JD)

ED 259 145 CE 041 820
Academic/Vocational Project. Final Progress Report.
Jefferson County Board of Education, Louisville, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort.
Pub Date—83
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, Career Choice, Career Development, *Career Education, Competency Based Education, *Dropout Prevention, Dropout Programs, Educational Resources, High Schools, *Integrated Curriculum, Learning Resources Centers, Pilot Projects, *Program Effectiveness, Program Implementation, *Vocational Education
Identifiers—Jefferson County Public Schools KY
The Shawnee High School/Detrick Vocational Center and Fairdale High School/Fairdale Vocational Center Academic/Vocational Projects are pilot programs designed to integrate academic and vocational studies in two Kentucky schools. In this project, students take their basic subjects at their high school and explore the vocational programs at the vocational centers two periods each day. Since the Fall semester of 1983, ninth- through twelfth-grade students have been involved in the program. The project has brought together academic and vocational education, made academic instruction more practical and usable for students who choose vocational education, correlated academic instruction with applied vocational skills, and provided an opportunity for students to begin vocational training in the ninth grade. The competency-based curriculum is correlated with the existing skills continuum in regular academic courses incorporating the vocabulary and jargon of vocational education. The learning center provides remediation and enrichment. The students who have elected to participate in this program have demonstrated a lower dropout rate than the general school population, test scores equal to or better than the identified control group, and a higher than average rate of students selecting a job preparation level vocational education curriculum in the eleventh and twelfth grades. It is recommended that schools considering the implementation of this program should start by offering it at the tenth-grade level first, then at the ninth grade level as the program gains acceptance. (An extensive list of filmstrips, videotapes, records, movies, and books, for career and vocational education is included in the report.) (KC)

ED 276 967 CE 045 979
Price, William T., Jr.
A Career Development Conference for Disadvantaged Young Adults.
Pub Date—6 Dec 86
Note—13p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 6, 1986). Broken print may affect legibility.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Choice, *Career Development, Career Education, Career Planning, *Conferences, Decision Making, *Economically Disadvantaged, *Education Work Relationship, Employment Patterns, *Job Search Methods, Self Esteem, *Young Adults
A career development conference was targeted to disadvantaged young adults who needed assistance in their transition from school to work. Conference participants were 27 economically disadvantaged clients of an agency in southwestern Virginia partially funded by resources from the Job Training Partnership Act. The conference was designed to meet four primary objectives: develop career decision-making and planning skills, develop job seeking skills, develop job retention skills, and enhance each participant's self-esteem and confidence. The curriculum included self-assessments, career decision making, acquisition of knowledge about careers, job seeking skills, and job retention skills. Benefits were felt to be associated with using a conference setting at a major university, including greater concentration at a site removed from participants' homes, provision of new experiences designed to build social skills and self-esteem, presentation of material in a concentrated amount of time, and creation of a learning climate different from the traditional classroom setting. An informal follow-up survey indicated that a majority of participants obtained employment. All who obtained employment indicated that knowledge and skills gained from the conference helped get them a job. (YLB)

ED 261 182 CE 042 333
Prediger, Dale J. Sawyer, Richard L.
Ten Years of Student Career Development: A Nationwide Study.
Pub Date—85
Note—13p.; Paper presented at the American Association for Counseling and Development Convention (New York, NY, April 2-5, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Education, *Career Guidance, *Career Planning, Comparative Analysis, *Educational Attitudes, Grade 8, Grade 11, High School Students, Longitudinal Studies, *National Surveys, *Outcomes of Education, Secondary Education, Student Attitudes, Trend Analysis
Identifiers—*Student Career Development
Two national surveys (one administered to 18,129 students in 1973 and the other administered to 15,432 students in 1983) collected data concerning such indicators of the career development of junior and senior high school students as reactions to career guidance services and career planning involvement. Whereas 78 percent of the 11th graders would have liked help with career planning in 1973, only 71 percent desired such help in 1983. Sixty-six percent of the 11th graders responding in 1983 reported receiving "some" or "a lot of" help with career planning as opposed to only 50 percent 10 years earlier. Although significantly more of the 1983 respondents realized that persons do not tend to remain in one job for their entire working lives, more than half of the 8th and 11th graders polled in 1983 were under the misconception that the earlier individuals choose a career the better. The percentage of students aspiring to careers in the personal, social, and health occupations decreased from 31 percent in 1973 to 13 percent for 8th graders and from 27 percent to 14 percent for 11th graders. Although students are apparently receiving more help with career planning, fewer students were "fairly sure" of their first career choice in 1983 than in 1973. (Seven tables are appended to this report). (MN)

ED 274 850 CE 045 244
Branyon, Sandra Piotrowski, Chris
Evaluation of a Freshman Career Development Program.
Pub Date—86
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Choice, *Career Development, Career Education, *Career Planning, *College Freshmen, Course Evaluation, Decision Making, Goal Orientation, Higher Education, Individual Needs, Library Skills, Needs Assessment, *Program Effectiveness, Program Evaluation, Self Concept, Study Skills, Vocational Interests
A study evaluated the effectiveness of a career development program entitled Career and Life Planning, which is a two-semester required course for freshmen at the University of West Florida. The career planning format included study and library skills and self-knowledge. Other course focuses were exploration of personal needs, vocational interests, career goals, and realistic assessment of career choice. Upon completion of the first semester, 200 participants evaluated the course on 12 dimensions of program effectiveness. The freshmen assessed the course as quite helpful in overcoming problem areas such as study skills and student identity. Moreover, participants felt that the course clarified vocational objectives and prepared them for responsible career decision making. Although some sex differences were noted on course evaluation, these differences were found not to be significant. (Author/YLB)

ED 257 990 CE 041 655
Mahrt, James Phillips, Linda
Infuse Curriculum-Based Guidance. Module CG C-4 of Category C—Implementing. Competency-Based Career Guidance Modules.
American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Report No.—ISBN-0-934425-16-7
Pub Date—85
Note—88p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
Available from—Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, Career Choice, Career Development, Career Education, *Career Guidance, *Competency Based Education, Counselor Evaluation, *Counselor Training, *Fused Curriculum, *Guidance Personnel, Guidance Programs, Individualized Instruction, Integrated Curriculum, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, *Teaching Methods
This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain additional skills needed to ensure that career guidance concepts are integrated in the curriculum by others and/or personally incorporating career guidance curriculum in their own instruction. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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ED 254 631 CE 040 798
Ruberg, Hilda R. Powell, Phillip E.
You and Your Job.
Arkansas State Employment Security Div., Little Rock.
Report No.—ESD-Ark-387
Pub Date—Jan 81
Note—23p.; Material previously published by the Arkansas Department of Education. For a related document, see CE 040 799.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Career Education, *Career Planning, Employment Interviews, Guidelines, Information Sources, Job Application, *Job Search Methods, Resumes (Personal), Secondary Education, *Vocational Adjustment
This booklet is designed to provide students with information on career planning, getting a job, and keeping a job. Discussed first are the importance of career planning and sources of career planning assistance. Guidelines are set forth for assessing one's own interests and abilities and developing short- and long-range goals. The major part of the booklet is devoted to guidelines and examples for use in preparing a personal data sheet, composing a letter of application, filling out a job application, participating in an employment interview, and writing a follow-up letter. Concluding the guide is a list of tips for holding a job successfully. (MN)

ED 251 635 CE 040 217
Worthington, Robert M.
Federal and State Leadership in the Production and Delivery of Occupational Information.
Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—25 Oct 84
Note—25p.; Paper presented at the National Invitational Conference on Career Counseling and Guidance in the Computer Age (Charleston, SC, October 25, 1984).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Choice, Career Counseling, Career Education, Career Guidance, Decision Making, *Educational Planning, Federal Government, Federal Legislation, Federal State Relationship, Government Role, *Information Systems, *Labor Needs, *Labor Supply, *Occupational Information, Program Development, State Government, Statewide Planning, Vocational Education
Identifiers—*National Occupational Information Coordinating Com, *State Occupational Information Coordinating Comm
Because of their concern regarding vocational education programs not being responsive to labor market conditions, the Congress has established the National Occupational Information Coordinating Committee (NOICC). The primary outcomes desired by Congress in creating NOICC were labor market supply and demand data for planning and occupational information for career and vocational decision making. These outcomes have remained essentially the same, although the participants, roles, and expectations of NOICC and the State Occupational Information Coordinating Committees (SOICCs) were greatly strengthened in 1982 and 1984. NOICC and SOICC accomplishments include SOICCs in every state and territory working with NOICC to develop and use labor market supply and demand information and access to the occupational information by millions of individuals making career decisions. The NOICC and SOICC network has developed a cooperative endeavor within and between states and among Federal agencies and worked toward standardization of occupational classification. States have become more successful in developing and implementing Career Information Delivery Systems and producing employment projections and/or supply estimates. The guidance and counseling community has the responsibility to guard the freedom of occupational and career choices and to help individuals make informed choices. Professional associations must work together to deliver occupational information effectively. (YLB)

ED 253 694 CE 040 674
Lambert, Maureen S. Clayton, Kermeta Kay
Preparation of Undergraduate Home Economics Education Majors for Career Alternatives.
Pub Date—Dec 84
Note—12p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Career Development, Career Education, *College Graduates, *College Programs, College Role, *Employment Opportunities, Employment Projections, Extension Agents, Higher Education, *Home Economics Education, Home Economics Teachers, Job Training, Labor Needs, Occupational Information
This study was conducted (1) to identify the methods used by land-grant institutions to increase the career awareness of home economics majors and (2) to identify the specific minors, options, or emphasis areas that are being implemented at these institutions to increase the career alternatives of home economics education majors. A questionnaire was sent to the head home economics educator at 67 land-grant institutions in the United States, with a return of 82 percent (69 percent usable). The results of the survey indicated that 50 percent of the 1982-83 home economics education majors secured teaching positions following graduation, and 8.2 percent secured positions with the Cooperative Extension Service. Head teacher educators at two-thirds of the institutions reported that their programs were not designed to prepare home economics education majors to enter positions other than teaching and/or the cooperative Education Service. The other third indicated that their programs primarily included preparation for employment in business or community and adult education, and/or gerontology practice. Methods used to inform students of career alternatives were advising, guest speakers, student organizations, career reports, brochures, interviewing home economists, observations, and placement services. The study concluded that students are still attracted to home economics education programs for the primary purpose of being prepared to teach, and that teaching, along with the Cooperative Extension Service, is what the programs are preparing them to do. (KC)

ED 250 536 CE 040 080
Abdo, Carol A.
Options & Opportunities: A Project to Develop and Evaluate Strategies of a Social, Informational and Remedial Nature Which Would Assist Individuals in Achieving Nontraditional Career Goals. Final Report from July 1, 1983 to August 31, 1984.
Broward County School Board, Fort Lauderdale, Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—31 Aug 84
Note—59p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Awareness, Career Choice, *Career Education, *Career Planning, Demonstration Programs, Elementary Secondary Education, *Females, *Males, *Nontraditional Occupations, Postsecondary Education, Publicity, Sex Discrimination, *Sex Fairness
Identifiers—Atlantic Vocational Technical Center FL, Broward County School Board FL
The Nontraditional Career Opportunities Project was originally developed to recruit, retain, and place students into vocational programs considered nontraditional for their gender. Primary concerns were delivery of printed materials giving information on nontraditional careers and project services; community relations activities and products, including a portable display unit, news articles, the Partners in Excellence program, and a South Bell equity seminar for Broward and Dade Counties; targeted enrollment increases; and institutional commitment to equity concerns. The aims of the project expanded beyond the original concerns. Other areas included methods for working with business and industry, monitoring of computerized enrollment databases, and inservice training. Findings were that activities or programs for students to encourage recruitment or to provide support for those already enrolled were very well received and that stereotyping conditions of the past still discourage entry into programs. The project sought to extend its influence to bring increased awareness of discrimination. Positive trends were identified in virtually every program area. (Appendixes contain statistics and graphs, course outlines, course materials, project public information, and newsletters.) (YLB)

ED 253 685 CE 040 654
Miles, Mamie Rose Killingsworth, Linda
World of Work-Choosing a Career. Kit No. WW-704. Instructor's Manual. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—84
Grant—SC-5058-76-1-211-0330
Note—30p.; For an earlier version of this document, see ED 169 322. For other related documents, see CE 040 651-656.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, *Career Choice, Career Education, Career Exploration, Classroom Techniques, *Decision Making Skills, Education Work Relationship, Interests, *Job Analysis, *Learning Activities, *Occupational Clusters, Occupational Information, Personality Assessment, Personality Traits, Prevocational Education, Secondary Education, State Curriculum Guides, Teaching Methods, Transparencies, Vocational Education, Vocational Schools
Identifiers—South Carolina
This instructor's manual contains activities for teaching students about occupational categories, job requirements versus personal characteristics, the steps to take in making an occupational choice, and the vocational training programs offered by area vocational centers. It is designed for use in six to eight periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 4 student worksheets and 11 transparency masters for duplication. (KC)

ED 253 687 CE 040 568
Johnson, Ron
Occupational Training Families. Their Implications for FE. An FEU Occasional Paper.
Further Education Unit, London (England).
Report No.—ISBN-0-946469-62-8
Pub Date—Nov 84
Note—46p.
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Career Choice, *Career Education, *Continuing Education, Decision Making, *Educational Benefits, Educational Improvement, Educational Trends, *Education Work Relationship, Employment Potential, Futures (of Society), Job Skills, Job Training, *Occupational Clusters, Postsecondary Education, Teaching Methods, Training Methods, Vocational Education
Identifiers—*Great Britain, Occupational Training Families
This occasional paper appraises the implications of occupational training families (OTF) for further education (FE) in Great Britain. In the early sections, the document sketches the background of OTFs and appraises the advantages and disadvantages of the concept. In so doing, four possible approaches to helping young people acquire flexibility, versatility, and the ability to learn are described: through general education, occupational grouping, occupationally based training, and basic skills. The paper identifies OTFs as a variant that groups jobs by 11 key purposes and concludes that in providing a broad-based youth training, OTFs have no particular merit. The report also discusses the usefulness of OTFs to job competence, progression, and skill ownership; the conclusion is that OTFs could be disadvantageous to skill development. The report describes the ways in which FE relates to OTFs. It is felt that in some cases there is little to be gained by using the OTF listings, but that there is some value in using the concepts related to training for skill ownership. The document is intended to place OTFs in perspective and to assist FE teachers and others in evaluating the usefulness of OTFs. (KC)

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ED 248 369 CE 039 685
Career Education Programs for the Handicapped. Final Report 1983-1984.
Brookdale Community Coll., Lincroft, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—84
Note—85p.; Workshop evaluations (Appendix VI) will not reproduce well due to broken print.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Choice, Career Counseling, *Career Education, *Career Planning, *Disabilities, Goal Orientation, Information Centers, Job Development, Job Placement, Postsecondary Education, *Program Development, Program Implementation, Student Organizations, Student Participation, *Two Year Colleges
Identifiers—Brookdale Community College NJ, Shadowing
A project was designed to create a program with adapted materials and techniques and the necessary support staff to meet the problems inherent in career education for handicapped students. Handicapped students who generally cannot secure employment because of inappropriate job goals were helped by Brookdale Community College's Career Services for the Handicapped through the provision of such services as an advisory board, 80 workshops that provided career group experiences for handicapped individuals, individual counseling, a career fair for the physically handicapped, a speaker's bureau comprised of role models, on-site visits to employers, job placement programs, and job shadowing. Still other services included volunteer support services, publicity, telephone services for the deaf, social events, a barrier-free Mini-Career Information Center, cooperation with other agencies, establishment of a college student activities organization to promote student involvement, and formation of a support group of parents. Continued attention was recommended for the areas of transportation, job placement, and job development. (Appendixes, amounting to approximately one-half of the report, include a bibliography, census information, copies of the newsletter, career fair report, participant evaluations of workshops, and career fair invitation and program.) (YLB)

ED 246 227 CE 039 216
Rockwell, S. Kay And Others
4-H's Influence on Advanced Training, Careers and Leadership Roles in Adulthood.
Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.
Pub Date—Apr 81
Note—110p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, *Agricultural Education, *Career Choice, Career Education, Career Exploration, Higher Education, *Home Economics, *Influences, *Leadership, Leadership Training, Participation, Postsecondary Education, Vocational Education, *Youth Clubs
Identifiers—4H Clubs, Informal Education
A study explored how adults felt their 4-H experience contributed to their selection of advanced education and/or a career and helped them with leadership skills in their occupations or community activities. To obtain data, a questionnaire was mailed to former 4-H members aged 25 to 35 in northeast Nebraska; 318 questionnaires were returned. Results indicated a significant number of 4-H members growing up in rural areas move to urban areas as adults. Benefits identified most frequently as being received from the 4-H program were learning a specific skill and having a chance to meet people. Least frequently identified were help in speaking at public meetings and help in planning toward an occupation. Those individuals who remained in 4-H over a period of years perceived more benefits. Two aspects of 4-H that former members saw as having been very important were increasing knowledge in project areas and competing with others. 4-H programs, activities, leaders, and agents were felt to influence members' choice of potential career, institution of higher education, areas of study for advanced education, first occupation, and subsequent occupations. Over 90 percent of the respondents felt each leadership experience was helpful to some degree in preparing them for adult leadership roles. (YLB)

ED 246 238 CE 039 257
Gottfredson, Linda S.
A Skills Map: The General and Specific Competencies Required in Different Occupations. Progress Report.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 81
Grant—NIE-G-80-0013
Note—293p.; For a related document, see CE 039 258. Appendixes may not reproduce well.
Pub Type— Reports - Research (143) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Academic Aptitude, Adults, Career Choice, Career Education, *Classification, *Employment Potential, Interpersonal Competence, Job Analysis, *Job Skills, *Occupational Information, *Occupations, Psychomotor Skills, Secondary Education
Identifiers—*Skills Map
To aid in assessing the employability of individuals and of various groups of individuals in different types of occupations, the general abilities and specific skills required of workers in different occupations were studied. Data on a comprehensive set of occupations were obtained from the Dictionary of Occupational Titles (DOT) job ratings and from the archive of Position Analysis Questionnaire (PAQ) research. Factor analyses of these data indicated that jobs can be characterized by three major competency dimensions: academic aptitudes, psychomotor aptitudes, and dealing with people. Occupations were classified into 36 groups according to their demands for each of these general competencies. The specific skills, activities, and working conditions of individual occupations were examined to show to what extent the jobs within the occupational groups vary in their more specific demands. Academic aptitude was found to be only one dimension distinguishing jobs; different jobs required very different combinations of abilities. Implications were derived for designing high school programs to further the employability of youth with only low to moderate academic skills. (Appendixes, amounting to approximately one-half of the report, include data and materials used in the study, including listings of abilities and activities related to various occupations.) (Author/YLB)

ED 245 097 CE 039 100
Adult Responsibilities Curriculum Guide. Secondary Vocational Home Economics Programs (Eleventh and Twelfth Grade Levels). Bulletin 1710.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date—83
Note—270p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Career Choice, *Career Development, Career Education, Consumer Economics, *Consumer Education, Consumer Science, Educational Resources, Employment Potential, Family Financial Resources, *Family Life, High Schools, Home Economics, *Interpersonal Relationship, Learning Activities, Marriage, *Money Management, One Parent Family, Parent Child Relationship, *Parenthood Education, Parent Responsibility, Parent Role, Spouses, State Curriculum Guides, Stepfamily
This curriculum guide has been developed to help junior and senior high school students who may have had no previous consumer and homemaking education courses to accept the roles and responsibilities of adulthood. Designed for a one-semester course, the guide contains five teaching units, each dealing with an area vital to the successful development of persons into mature adults. These five areas are career preparation, rights and responsibilities of adults in a consumer society, managing financial resources, building and strengthening family relationships (including marriage), and parenting roles and responsibilities. At the beginning of each unit are a brief rationale, overall objectives, and topical outline for the unit. Specific objectives are included for each topic and subtopic. Suggested student activities are coded to the content to enable students to achieve the objectives. Each topic has a resources section that lists references for materials used to develop the content and to enhance the presentation. (KC)

ED 246 239 CE 039 258
Gottfredson, Linda S.
The Validity of an Occupational Classification Based on Job Competencies for Assessing Employability.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 83
Grant—NIE-G-80-0013
Note—376p.; For a related document, see CE 039 257.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Adults, Aptitude, Career Choice, Career Education, *Classification, *Employment Potential, Job Analysis, Job Placement, *Job Skills, *Occupational Information, *Occupations, Secondary Education, *Validity
Identifiers—*Skills Map
The Skills Map, a comprehensive classification of occupations based on their competency requirements, was developed to assess the employability of individuals and of various groups of individuals in different types of occupations. The data on which it was based were the ratings of required worker tra as given by the Dictionary of Occupational Titl (DOT). The practical and theoretical usefulness the classification was examined according to seve criteria: valid job descriptors, comprehensive occ pational coverage, comprehensive aptitude cove age, a comprehensible map of job difference parallel assessment of people and jobs, a link demographic data, and multiple levels of analys Data for job descriptor validity were positive b inadequate. The DOT ratings provided quite ex prehensive coverage of jobs and reasonable cove age of academic and motor, but not interperson aptitudes. Map structure was readily comprehen ble. A way to assess jobs and people in parallel wa was not provided. The Skills Map was readily link to demographic data available according to the Ce sus Bureau's 1970 classification of occupations. provided a global classification of occupations a cording to their general differences and addition detail about the aptitudes and activities that indivi ual occupations require. (Appendixes amounting approximately one-half of the report provide mat rials and data used in the analyses.) (YLB)

ED 245 064 CE 038 970
Athanasou, James A.
A Computer Program for Experimental Use in Vocational Guidance and Research.
New South Wales Dept. of Industrial Relations, Darlinghurst (Australia).
Report No.—ISBN-0-7240-8272-7
Pub Date—Apr 84
Note—75p.; Marginally legible.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Choice, Career Education, *Career Exploration, *Career Guidance, *Computer Oriented Programs, *Computer Software, Educational Attainment, Foreign Countries, Higher Education, Occupational Information, Program Evaluation, Secondary Education, Student Educational Objectives, Values, Vocational Interests, Work Attitudes
Identifiers—*Australia, *Computer Assisted Guidance
A computer-assisted vocational exploration package has been designed for use in guidance and research by senior high school students in Australia. Intended to complement the work of psychologists, counselors, and guidance officers, the OSSIE (Occupational Selection by Similar Interest Exploration) package relies upon the individual's stated interests, values, and potential educational level to focus on occupational choice. The program, which takes approximately 30-40 minutes to complete, is interactive, self-adaptive, and user-friendly. Six components comprise the package. The introduction is a guide to the package and initial assessment of choices. Using the next five subsystems, the student (1) examines 10 career interest categories and rates the importance of each one, (2) determines/varies the level of education and training sought, (3) rates self and five preferred occupations on 13 work values, (4) chooses and compares all five occupations in a simulated exercise, and (5) evaluates OSSIE and is provided with a summary of his/her responses. Preliminary results from a field trial indicate that students found career guidance more interesting with the use of computers and support previous findings of high user acceptance and liking for interactive guidance programs. (A sample OSSIE transcript is appended.) (YLB)

ED 242 637 SO 015 554

Sherr, Mary-Lou Breitborde

A Proposal to Expand the Fields of Practice of Educational Knowledge.

Pub Date—83

Note—12p.; Paper presented at the Annual Convention of the American Educational Studies Association (Milwaukee, WI, November 3-6, 1983).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Development, Career Education, Curriculum Development, Educational Trends, *Education Courses, Futures (of Society), Higher Education, Interdisciplinary Approach, Knowledge Level, Public Opinion, Skill Development, *Teacher Education Curriculum, *Teacher Education Programs

The state and status of educational knowledge can be vastly improved in two ways: by looking beyond classroom settings for potential applications, and by broadening the vision of the usefulness of educational knowledge to include other professional fields requiring the skills and knowledge fundamental in education. A changed conception of what educational knowledge includes as well as programmatic changes in departments of education are needed. Educational knowledge can be applied to educational research, program planning, management and evaluation, technical consultation, advocacy, and industrial training. Programs in education should be expanded to include such professional possibilities. For example, incorporating a research course into the education program would allow students to consider later work in policy and program analysis; courses in educational media and computers would open the way to technology-based professions. This proposed expansion of educational programs requires considerable cooperation and collaboration on the part of the various academic departments. Great strides can be made in changing the general perception of education and teaching by realizing that educational knowledge is a commodity valuable to many fields of work and that teaching is just one of many things one might do with an education degree. In this case, minimal program changes can go far toward accomplishing this changed perception. (LP)

ED 240 347 CE 038 260

Career/Vocational Awareness for the Limited English Proficient. Final Report, 1982-83.

Ocean Township Board of Education, Oakhurst, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—97p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Career Development, *Career Education, Career Exploration, Classroom Techniques, Cultural Background, *Education Work Relationship, Elementary Secondary Education, *English (Second Language), Equal Opportunities (Jobs), Instructional Materials, Learning Activities, *Minority Groups, Nontraditional Occupations, Program Implementation, Second Language Instruction, Sex Bias, *Sex Fairness, Teaching Methods

Identifiers—Ocean Township School District NJ

This project, conducted in Ocean Township, New Jersey, was developed to promote career awareness for limited-English proficient (LEP) students. The project was designed to make LEP students in grades K-12 aware of the myriad of career possibilities that exist in the United States and of the possibility for persons of both sexes and various racial and cultural backgrounds to fill these jobs. Materials chosen for the program were nonsexist and multiracial. Meetings were held with parents, members of the community, and other educators to discuss the needs of students and the human resources that would be available to aid in the implementation of the program. Two types of pretests were administered. One test depicted 36 workers to be identified according to profession. The second test, based on the New Jersey Occupational Checklist, entailed having students indicate whether only a woman, only a man, or both could do the jobs specified. When the pretests were used as posttests, the gains were significant. Using filmstrips, cassettes, games, puzzles, workbooks, texts, puppets, and dittos, the students learned that many job opportunities exist and that interests and personal characteristics are as important as intelligence and educational background when considering personal goals. Field trips and guest speakers of various ethnic heritages and, at times, nontraditional sex roles aided in expanding horizons and in bringing the world-of-work closer to the students. (Author/KC)

ED 240 479 CG 400 194

Kimam, Edward Richardson, Penelope L.

Y.E.S., Inc. Guidebook. A Youth Employment Skills Media and Outreach Project.

KCET-TV, Los Angeles, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.

Pub Date—83

Contract—300-81-0316

Note—67p.

Available from—KCET-TV, 4401 Sunset Blvd., Los Angeles, CA 90027 ($1.60).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, Career Choice, Career Development, Career Education, *Career Guidance, *Disadvantaged Youth, Learning Activities, Secondary Education, Self Actualization, Skill Development, *Student Attitudes, *Youth Employment

Identifiers—PF Project, Television Role, Youth Career Development Program

Originally intended to be used with a national television drama mini-series, the guidebook can be used alone to improve student attitudes toward education and career-oriented skills. It is targeted primarily to Black and Chicano junior and senior high school students. The project stresses that development of oneself is most important to the development of a career. The guidebook can be copied and reassembled to accommodate specific program needs. In section 1, a summary is given of each television program, followed by discussion questions, suggested activities, problem situations, and a thought for the day. Section 2 provides worksheets to help students rate things of importance in their lives, examine the meaning of success, learn about the world of work, improve problem-solving skills, give an oral history, consider role models and mentors, and identify career goals, skills, and talents. The third section explains how the guidebook can be used for learning/work experience programs; business/community partnerships; school classrooms; summer youth, recreation, and camp programs; short, job-search workshops; and counseling workshops. In addition, the document provides a model for learning, a discussion of the role of television, additional skill building activities, and an annotated list of resources and model projects. (LH)

ED 239 053 CE 037 878

Lambert, Roger, Ed. Rodenstein, Judith, Ed.

Microcomputers: Applications in Career Counseling and Career Education.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Pub Date—[82]

Note—305p.; For related documents, see CE 037 876-877.

Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Career Choice, *Career Counseling, *Career Education, Career Exploration, Career Planning, Computer Literacy, *Computer Oriented Programs, Disabilities, Emerging Occupations, Exceptional Persons, Job Skills, Measures (Individuals), *Microcomputers, Postsecondary Education, Programing, School Counseling, Secondary Education, Simulation, Special Education

This handbook was designed to help counselors and career development personnel to adopt and adapt to using microcomputers. The 18 papers included in the handbook were written by a cross section of career and counseling professionals as well as experts in microcomputer applications. In the first section of the handbook, the authors examine the general use of microcomputers in education and in career development. Important issues related to these topics are presented, and initiatives for instruction, counseling, and administrative tasks are described. The second section focuses on the areas, services, and programs pertinent to career counseling and career selection. The role of the microcomputer is examined with specific information provided and applications specified for the career counseling program. Topics covered in the book include the following: computer literacy, buying hardware and software, designing software, administrative use of the microcomputer, using microcomputers with special needs students, career information and the microcomputer, job simulation on the microcomputer, computerized career planning inventories, career exploration, and emerging careers. Short biographies of the contributors complete the text. (KC)

ED 240 388 CE 038 360

Hanson, Garth A.

Entrepreneurship: A Career Alternative. Information Series No. 273.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—83

Contract—300-83-0016

Note—41p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 273-$4.25).

Pub Type— Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Career Choice, Career Education, *Educational Resources, *Entrepreneurship, Guidelines, *Occupational Information, Personality Traits, Postsecondary Education, *Publications, Secondary Education, *Small Businesses, *Teaching Methods

This paper, a resource for vocational and adult education teachers who teach entrepreneurship education, reviews selected literature on entrepreneurship published since 1970. It includes periodicals, monographs, books, and miscellaneous publications produced by the U.S. Small Business Administration and similar organizations. The literature reviewed is synthesized into guidelines for use by vocational educators responsible for teaching entrepreneurship skills. The paper organizes the synthesized literature into these five chapters: (1) characteristics of entrepreneurs, (2) industry selection factors, (3) getting started in an industry, (4) the entrepreneurial industry, and (5) learning how to be an industry entrepreneur. Each of the chapters begins with an introduction to the topic with some support from the literature. A list of suggested activities follows, and the chapter concludes with a brief summary. A bibliography of printed materials for and about entrepreneurs is included in the document. (KC)

ED 239 033 CE 037 311

Kirby, Caroline S., Ed.

Essential Performance Objectives for Career Development.

Michigan State Board of Education, Lansing.

Pub Date—Sep 83

Note—20p.; For related documents, see CE 037 312-314.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Career Change, Career Choice, *Career Development, Career Education, Career Exploration, Career Planning, Course Content, *Decision Making, *Decision Making Skills, Educational Needs, Education Work Relationship, Elementary Secondary Education, Employment Potential, Futures (of Society), Individual Development, Job Placement, Job Skills, Models, Occupational Aspiration, Prevocational Education, Self Actualization, *Self Evaluation (Individuals), Sex Role, State Curriculum Guides, Vocational Interests

Identifiers—*Michigan

As one of the components of the career development curriculum materials for Michigan schools, this guide contains objectives for the career development of students in three grade-level clusters. The objectives are categorized according to grades K-3, 4-6, 7-9. For each of these levels, objectives are grouped into four subject areas: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. (These topics are components of the model, a cycle that repeats itself as the child changes and grows.) A summary of career development components as they relate to grade levels completes the guide. (KC)

BEST COPY AVAILABLE

ED 236 313 CE 037 042

Arman, Ruby L. Arman, Mohammad R.

Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Teacher Guide).

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date—30 Jun 83

Note—347p.; For the student study guide, see CE 037 043. Document may not reproduce well due to colored paper and some light type.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Aptitude Tests, Behavioral Objectives, *Career Choice, *Career Education, Decision Making, Employer Employee Relationship, Employment Interviews, Financial Support, Guidelines, Individual Characteristics, Instructional Materials, Interests, Job Application, *Job Search Methods, Learning Activities, Nonverbal Communication, Occupational Information, Portfolios (Background Materials), *Prevocational Education, Secondary Education, Self Evaluation (Individuals), State Curriculum Guides, Student Educational Objectives, Student Financial Aid, Units of Study, *Vocational Aptitude, *Vocational Interests, Work Environment

Identifiers—Dictionary of Occupational Titles, Kansas, Resumes

This curriculum guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal characteristics, completing a personal aptitude inventory, assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives, teaching aids; information assignments; references; an introduction to the unit; a presentation outline; classroom, laboratory, shop or other activities; a lesson review; a unit test; an answer key; information sheets; and assignment sheets. (MN)

ED 234 174 CE 036 852

Exemplary Program for Recruitment into Nontraditional Careers. Summary Report (Revised).

Houston Community Coll. System, Tex.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—Jun 79

Note—28p.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Career Planning, College Students, Educational Needs, Educational Research, Enrollment Influences, Females, High School Seniors, Males, *Nontraditional Occupations, Parent Influence, Sex Fairness, Sex Stereotypes, *Student Attitudes, *Student Recruitment, Teacher Influence, Vocational Education

The Career Aspiration Profile was used to study barriers to the entrance of both men and women into nontraditional careers. Responses were solicited to items dealing with career choice; focus was on those factors perceived as barriers to entrance into nontraditional careers. Respondents were 1350 high school seniors and students from two- and four-year postsecondary institutions. The majority of women wanted to enter female-dominated occupations. Men, to a greater degree, desired to enter male-dominated occupations. Parents, teachers, and, to a much lesser degree, counselors influenced occupational choice. Students' perceived training needs reflected the sex-stereotyped nature of their occupational choices, with males' needs centered around technical skills and females' around interpersonal skills. Students at all levels generally felt most occupational-technical fields were suitable for both sexes, although high school students were more stereotypic in their responses. Male-cited barriers were low salaries and negative attitudes from others. Females cited physical strength and inabilities to perform on the job. Methods rated highest for recruitment into nontraditional careers were career education, experimental work periods, salary information, and job site visits. (Ten recommendations are made.) (YLB)

ED 236 314 CE 037 043

Arman, Ruby L. Arman, Mohammad R.

Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Student Study Guide).

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date—30 Jun 83

Note—168p.; For the teacher's guide, see CE 037 042. Document may not reproduce well due to colored paper and some light type.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Aptitude Tests, Behavioral Objectives, *Career Choice, *Career Education, Decision Making, Employer Employee Relationship, Employment Interviews, Financial Support, Interests, Job Application, *Job Search Methods, Learning Activities, Nonverbal Communication, Occupational Information Portfolios (Background Materials), *Prevocational Education, Secondary Education, Self Evaluation (Individuals), Student Educational Objectives, Student Financial Aid, Units of Study, *Vocational Aptitude, *Vocational Interests, Work Environment

Identifiers—Dictionary of Occupational Titles, Kansas, Resumes

This student guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; an information assignment; supplementary teaching items; classroom, laboratory, shop, or other activities; a lesson review; information sheets; and assignment sheets. (MN)

ED 228 469 CE 035 612

Chapman, Warren

A Context for Career Decision Making. Research Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ETS-RR-83-13

Pub Date—Mar 83

Contract—400-79-0020

Note—31p.; For related documents, see ED 220 663-664.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Education, *Career Exploration, Career Planning, *Decision Making, Information Services, *Information Utilization, *Occupational Information, Resources, Secondary Education, *Student Characteristics, Talent, Values, Vocational Aptitude

Identifiers—*Career Information Systems

A context is proposed that not only focuses career exploration in a logical way, beginning with the decision maker and moving to occupations, but also helps organize the process of decision making. Decision makers are seen as part of the context, for they have values, aptitudes, and resources that are relevant to choices of occupations. For career decision making, occupations are construed along dimensions that are most useful to the decision maker. These dimensions are the ones that, in the occupation, correspond to the values, aptitudes, and resource dimensions of the decision makers. They are rewards, requisites, and investments. The goal of the decision, then, is the maximization of values satisfaction within the limits of aptitudes and resources. Information also requires a place in the decision-making process, since decision makers require two classes of information--information about occupations and information about themselves. Applications of the context include development of a curriculum for career decision making, improvement of occupational information, and improved decision making. (YLB)

ED 235 357 CE 037 177

Krumboltz, John D. Hamel, Daniel A.

The Effect of Decision Training on Career Decision-Making Competence. Technical Report 487.

Stanford Univ., Calif. School of Education.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Aug 80

Contract—MDA-903-79-C-0591

Note—233p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Career Choice, *Career Education, *Career Planning, *Decision Making, Educational Research, High Schools, *Program Effectiveness, Program Evaluation, Secondary Education

The effectiveness of a multi-component training program in career decision-making (CDM) was investigated. A seven-unit (seven weekly one-hour meetings) curriculum, advocating a sequence of planned decision-making actions, was administered to a random half of a sample of students, primarily from third-year English classes at Mountain View High School in California. Control students did not receive any CDM training. Three criterion measures assessed the effectiveness of the CDM skills treatment. They were the Check List of Decision-Making Ability, which measures the self-rated efficacy estimates of ability to perform certain decision behaviors and provides data from the affective domain; the Career Decision-Making Skills Assessment Exercise, a cognitive instrument that measures knowledge of facts and procedures relevant to CDM; and Career Decision Simulation, an individually administered instrument that assesses performance of a simulated decision task. Results provided evidence that a structured training program in CDM based on social learning principles is effective in producing superior scores on measures of CDM competence. (Appendixes, amounting to over one-half of the report, include a student workbook and master lesson plans for the CDM training program, the instruments, and data tables.) (YLB)

ED 223 810 CE 034 268

Burnley, Cynthia S. Burkett, Gary L.

Which Female Medical Students Select a Career in Surgery.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—Sep 82

Contract—PHS-NO-1-PE-34022

Note—14p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, Career Education, *Career Planning, Comparative Analysis, Family Characteristics, *Females, Higher Education, Marital Status, Medical Education, *Medical Students, *Motivation, *Occupational Aspiration, Parent Background, *Surgery

Identifiers—*Career Motivation

A study examined characteristics of female medical students who indicated an intention to specialize in surgery, traditionally a male-dominated field. Family backgrounds, career motivations, and career orientations from this group were compared with the same characteristics of female medical students selecting other fields of specialization. Data were collected in a national survey of third-year medical students in the spring of 1978. Questionnaires were returned by 1,238 persons from 112 different United States medical schools. The Association of American Medical Colleges provided anonymous background data from the respondents' admission records. Women selecting surgery were more likely never to marry, to have a physician father and homemaker mother, and to have higher family income. Female surgery students decided on a medical career at younger ages, were more certain of their choices of specialization, and were more likely to be interested in a private practice. In regards to career orientation, female surgery students were more likely to state that the desire for financial rewards is important and that physicians need to sacrifice personal time for the sake of their work. They were less likely to report that the time demands of most medical practices are unreasonable. Shown through these characteristics, the women selecting surgery were significantly different from women entering other areas of specialization and were more similar to male medical students. (YLB)

ED 222 639 CE 033 350

Wertheim, Judith B.

The YES System: Why? What? How? A Counseling Advising System.

Indiana Univ., Bloomington. School of Continuing Studies.; Vincennes Univ., Ind.

Spons Agency—Indiana State Office of Occupational Development, Indianapolis.

Pub Date—[80]

Note—46p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Programs, Adult Vocational Education, *Autoinstructional Aids, *Career Choice, *Career Counseling, *Career Development, Career Education, *Measures (Individuals), Needs Assessment, Student Needs, Vocational Maturity

Identifiers—Indiana, *Occupational Development Centers

A project devised a self-instructional counseling-/advising system for adults that relates activities in Adult Basic Education programs with activities in Occupational Development Centers. To identify client and student needs in the areas of occupational choice and job readiness skills, the Your Employment Search (YES) inventory was developed in long and short forms. Materials appropriate to meet these needs were then identified. Criteria for suitability included being below the sixth grade reading level, having information appropriate to a general audience, being of low cost, and being less than 10 years old. Materials were included in the YES Needle-Sort Deck. (Appendixes, amounting to over one-half of the report, include the YES Inventory, long and short forms; and directions for using the YES System including instructions for administration, YES Inventory, and listing of titles of self-instructional materials in the YES System.) (YLB)

IX. CAREER EDUCATION & CAREER GUIDANCE

ED 340 937 **CE 060 188**
Step Forward. Single Parent/Homemaker Annual Report for the Fiscal Year 1989-1990.
Kentucky Vocational Education Region V, Elizabethtown.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
Pub Date—90
Note—32p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Career Counseling, Career Education, Career Exploration, *Career Guidance, *Career Planning, *Displaced Homemakers, Employment Opportunities, *Job Search Methods, *One Parent Family, Reentry Workers, Resumes (Personal), Self Esteem, Womens Education, Workshops

During fiscal year 1989-90, Project Step Forward provided single parents and displaced homemakers in Elizabethtown, Kentucky, with information on available opportunities and assisted participants in raising their self-esteem. The project served 64 people through three 2-week, 40-hour workshops and an additional 151 people through mini-workshops and/or career assessment and counseling. Almost all workshop participants made decisions to pursue future education/training. A support group was established following each workshop so that local participants could continue to meet monthly. The project advertised extensively through community agencies, churches, newspapers, and radio and by posters and brochures. The project's success was largely due to its affiliation with the Lincoln Trail Regional Assessment Center or Career Connections, a joint effort of Vocational Education Region V and Elizabethtown Community College. Recommendations were for closer collaboration with the vocational schools, improved follow-up with workshop participants, and more publicity in rural areas. (In addition to the project report, other contents include participants' comments, three stories written by workshop participants, and sample registration, intake, outtake, and evaluation forms.) (YLB)

ED 324 575 **CG 022 830**
Gazman, Roberta *Deutsch, Nancy*
Increasing Options through Life/Work Planning: For Teachers and Counselors To Use with Young People Ages 13-18. Bulletin No. 0502.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—Aug 90
Note—144p.
Available from—Bureau for Equal Educational Opportunity, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adolescents, Career Awareness, *Career Counseling, *Career Education, *Career Exploration, *Career Guidance, Course Objectives, Curriculum Design, Curriculum Guides, Education Work Relationship, Life Satisfaction, *School Counseling, Secondary Education, Self Actualization
Identifiers—Wisconsin

This workbook consists of instructional materials for teachers and counselors to use in meeting middle and high-school students' need for developing individual potential, achieving self-fulfillment, and pursuing vocational and career aspirations and effective family life. It is based on the concept of life/work planning, a discipline and a strategy that encourages students to take control of their lives and live within a world of conscious choices and maximum options. The materials are divided into 10 modules: (1) Why Life/Work Planning?; (2) Who Am I?; (3) Life Decision Making; (4) Exploring Expanded Life Roles; (5) Identifying My Skills; (6) Relating Values to Employment; (7) Relating Income Needs to Employment; (8) Investigating Occupations; (9) Enrichment through Leisure and Recreational Activities; and (10) Setting Life Goals. Each module contains a rationale, objectives, a list of materials needed, and a suggested time limit for the module, as well as specific, step-by-step instructions for workshop activities and handouts. Modules 1 to 4 are intended for Grades 7 and 8, while all 10 modules are to be used in their entirety for grades 9 through 12. The materials include a total of 30 classroom periods (50 minutes each) of activities which can be used in single or double time periods. Appended is a list of the project staff and advisory committee. (TE)

ED 266 260 **CE 043 508**
McHam, Marilyn *McLeod, Pat N.*
Assessment of Vocational Guidance and Counseling Programs. Final Report.
North Texas State Univ., Denton.
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date—17 Jun 85
Note—73p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Attitudes, *Career Counseling, *Career Education, Career Exploration, *Career Guidance, *Counseling Services, Counseling Techniques, Counselor Attitudes, Counselor Role, *Guidance Programs, Job Placement, Outcomes of Education, Program Evaluation, Questionnaires, Secondary Education, State Surveys, *Statewide Planning, Student Attitudes, Teacher Attitudes
Identifiers—*Texas

A statewide assessment of vocational guidance and counseling programs was conducted in Texas. The status, role, and function of vocational guidance and counseling personnel were assessed and a handbook of appropriate professional guidance and counseling information was developed on the basis of the survey data. The vocational administrators indicated that there is a need for improvement in areas of administering vocational guidance services, whereas the vocational counselors generally perceived conditions as being close to what should be with a few significant exceptions in such areas as the lack of adequate clerical support staff and the lack of clear and measurable objectives for vocational guidance in some districts. The two weaknesses mentioned most frequently in the area of occupational investigation were the areas of providing students with observation experiences and establishing and maintaining working relationships with local business and industry to promote beneficial field experiences for students. A significant number of the job placement coordinators felt that more interviews should be conducted with potential dropouts for placement purposes. The great majority of students surveyed had positive feelings about the vocational guidance and counseling services provided. (This report includes summaries of the surveys administered to the six groups of practitioners along with copies of the survey instruments and tabulations of their results.) (MN)

ED 356 449 CE 058 435

Career Development: An Occupational Education Perspective. A Compilation of Information Relating to Career Development.

New York State Education Dept., Albany. Office of General and Occupational Education.

Pub Date—91

Note—43p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, *Career Awareness, Career Counseling, *Career Development, Career Education, *Career Exploration, Career Guidance, Elementary Secondary Education, Nontraditional Occupations, Occupational Information

Identifiers—New York

This publication reprints articles that have previously appeared on the topic of career development, a major feature in "The Benchmark," since January 1988. ("The Benchmark" is a bimonthly report of occupational education in New York State.) These articles are categorized into two major areas: policy and planning and career information and experience. Within this framework are other reprinted articles that may be relevant and those that might help to develop a more integrated approach to academics and occupational needs. Information on ordering the material or a source for further information appears at the end of each article. Another section reprints references and resources that have previously appeared under headings such as career exploration, career awareness, and career investigation. A section lists Educational Resources Information Center (ERIC) resources that may be found in related areas and a number of state and national sources with addresses. (YLB)

ED 278 869 CE 046 439

Izzo, Margaretha Vreeburg Drier, Harry N.

Career Guidance within JTPA for High Risk Populations: Programs, Methods and Products.

National Consortium of State Career Guidance Supervisors, Columbus, OH ; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—87

Note—17p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstracts, Adolescents, Career Education, Career Exploration, *Career Guidance, Correctional Rehabilitation, *Counseling Techniques, Dislocated Workers, Education Work Relationship, Employment Potential, *Employment Programs, *High Risk Persons, Job Skills, *Job Training, Mentors, Parenthood Education, Postsecondary Education, Program Descriptions, *Program Development, Transitional Programs, Work Experience Programs, Youth Employment

Identifiers—*Job Training Partnership Act 1982

This monograph contains summaries of the following 19 programs for providing career guidance to high-risk persons participating in a Job Training Partnership Act (JTPA) program: Youth Employment Curriculum and Competencies (Boise, Idaho); Career Mentoring Program for the Disadvantaged (Grayslake, Illinois); Partners in Skills for Career/Vocational Transition (Waterloo, Iowa); Project LSYOU (Baton Rouge, Louisiana); Career and Employability Enhancement (Oakland, Maryland); Senior Transition Program (Snow Hill, Maryland); Learning and Earning through School and Work: Let's Work Program (Frederick, Maryland); Teen Parenting and Child Care Program (Ellicott City, Maryland), Developing the Competitive Edge (Annapolis, Maryland); Educators in Industry (Wayne, Michigan); Career Preparation: A School-to-Work Transition Curriculum (Kansas City, Missouri); Career Education: Pre-Employment Skills Training Program (St. Louis, Missouri); Program to Reach Employment Potential [PREP] (Dayton, Ohio); PREP for Life (Dayton, Ohio); Summer Employment Encourages Kids (SEEK) (Dayton, Ohio); Lane Community College Dislocated Worker Program (Eugene, Oregon); Career Development for Ex-Offenders (Portland, Oregon); Career Exploration Program (Vancouver, Washington); and Vocational Occupational Competency System (Olympia, Washington). Each program summary includes the following: program title, sponsoring institution, target population, contact person, and abstract. (MN)

ED 322 370 CE 055 514

Implementing Career Education. Career Technician Training Manual.

California State Dept. of Education, Sacramento.

Pub Date—85

Note—150p.

Available from—Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, *Career Guidance, *Career Information Systems, Community Resources, Decision Making, Demonstration Programs, *Inservice Education, Job Search Methods, Occupational Information, *Paraprofessional Personnel, Secondary Education, Sex Fairness, State Curriculum Guides, Training Methods, Vocational Education

Identifiers—*California, Career Centers, *Career Technicians

Consisting of materials and strategies adapted from California's model projects for the training of career technicians, this document explains how to conduct inservice workshops for these paraprofessionals who provide services in career centers established in nearly all California secondary schools. Twelve training modules cover the following topics: (1) what a career center is; (2) career center management; (3) merchandising a career center; (4) evaluation strategies; (5) occupational information (two sections); (6) job search techniques; (7) decision-making skills; (8) personal assessment of students; (9) helping students with disabilities; (10) providing gender equity; and (11) the effective use of community resources. Each module includes workshop outcomes, a warm-up activity, the information to be presented to trainees, trainer strategies, an evaluation strategy, a time estimate, a list of resources, a list of other topics to consider, and materials such as worksheets, evaluation sheets, checklists, and questionnaires. (CML)

ED 227 303 CE 035 336

Campbell, Robert E. And Others

Enhancing Career Development: Recommendations for Action. A Review of Empirical Studies of the Effects of Career Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 83

Contract—300-78-0032

Note—183p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Counseling, Career Development, Career Education, Career Exploration, *Career Guidance, Career Planning, Counseling Effectiveness, Counseling Techniques, *Guidance Objectives, Guidance Programs, Interpersonal Competence, Job Skills, Literature Reviews, Outcomes of Education, Post High School Guidance, *Program Effectiveness, *Research Projects, School Counseling, *School Guidance, Secondary Education, Two Year Colleges

This study was conducted to identify and review research studies related to career guidance effects, to categorize and synthesize those findings, and to make recommendations for future practice, research, and policy. Studies selected for the review were conducted since 1970, concerned grades 9 through 14, had a sample population of 25 or more, were set in an educational agency or community service organization, and were empirical. These studies were identified through telephone contacts with career guidance experts, a computer search of the literature, letters to state departments of education, convention programs, journals, congressional hearings, and other sources. Review of the studies showed that they could be organized into five major categories according to career guidance outcomes: (1) improved school involvement and performance (41 studies); (2) personal and interpersonal working skills (30 studies); (3) preparation for careers (14 studies); (4) career planning skills (34 studies); and (5) career awareness and exploration (44 studies). The majority of the studies reported positive outcomes as a result of various methods of career guidance intervention. As a result of the study, numerous recommendations were made regarding state and federal policy, practices, and research in the field of career guidance. (KC)

ED 303 602 CE 051 820

Career Exploration Curriculum and Teacher Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

Report No.—VEC-VOCD-CG-6158

Pub Date—Aug 88

Note—143p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Education, Career Exploration, *Career Guidance, Curriculum Guides, *Decision Making, *Employment Potential, *Grade 6, Intermediate Grades, Learning Activities, Middle Schools, *Self Concept, Teaching Guides

This guide contains a course outline, course competencies, suggested activities, and recommended resources for effective implementation of a course on career exploration. The semester course is designed to provide initial career guidance experiences and hands-on exploratory activities for sixth-graders (11- and 12-year-olds). Introductory materials include a history of the course development, description of the sixth-grade student, a sixth-grade student profile, list of course competencies, and course outline with competencies. The activities guide provides activities in these categories: orientation, why work?, the world of work, self-awareness, exploring careers, decision making, and employability. Within each category, activities are divided by days. For each day, the relevant competencies and descriptions of activities are detailed. Materials necessary to complete the activities are provided. These include handouts, exercises, project sheets, informative material, and any necessary answer keys. The guide also provides a resource guide keyed to appropriate activities, vendor addresses, and information on standards. (YLB)

ED 248 399 CE 039 732

Kershner, Keith M.

Assessment of the Impact of the Bureau of Vocational Education's Guidance Program. Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—30 Jun 84

Contract—83-4015

Note—136p.; For a related document, see CE 039 731.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Career Guidance, Career Planning, Correctional Education, Disadvantaged, Educational Finance, Educational Planning, Elementary Secondary Education, Employment Potential, Federal Aid, Job Placement, Job Skills, Occupational Information, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Program Improvement, Sex Fairness, Sex Stereotypes, State Departments of Education, *State Programs, *Statewide Planning

Identifiers—*Pennsylvania

As mandated by the Vocational Education Act of 1976, an evaluation was made of Pennsylvania's vocational guidance program for the 1979-80 through 1981-82 fiscal years. The study objectives were to describe the funded projects, evaluate their impact, and explore local capacity development. The study was guided by evaluation questions in five areas: Federal priorities, Pennsylvania's approach, program activities, program outcomes, and policy recommendations. The methodology relied primarily on analyzing existing data and interviewing state and local project staff. Federal priorities were found to accommodate Pennsylvania's program needs fairly well, but funding allocation procedures to states may give Pennsylvania less than its fair share. Likewise, the Pennsylvania Department of Education's administration of the program was handled well, but the process of setting project priorities for funding greatly restricted the number of districts that could compete for guidance projects. In the three years studied, more than $4 million was used to fund more than 250 guidance projects affecting a quarter of a million participants in elementary, postsecondary, and corrections environments. Emphases included vocational information, career awareness, employability skills, and assessment/career decision making. Few projects assessed impact empirically, but services were extended to underserved populations and there was some evidence of impact in job and educational placement, career planning, awareness of occupations, self-awareness, and awareness of sex role stereotypes. Recommendations were made regarding funding allocation, project information systems, and state-level guidance program development. (Author/KC)

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X. EQUAL EDUCATION

EJ 392 357 HE 525
A Guide to the Equity Laws: Title IX of the E cation Amendments of 1972. Dunkle, Margaret
Chronicle of Higher Education; v35 n41 pA2 Jun 21 1989 (Reprint: UMI)
Descriptors: Higher Education; *Federal Legislation; *Equal Education; *College Athletics; *School Policy; *Federal Regulation Financial Support; Equipment; Scheduling; Travel; Athletic Coaches; Tutorial Programs; Salaries; Personnel Policy; Tutors; Facilities; Medical Services; College Housing; Publicity; Student Recruitment; Ancillary School Servic Program Administration; Eligibility; Student Interests; Competition; Sex Fairness; Court Litigation; Females
Identifiers: *Title IX Education Amendments 1972

The guide outlines what Title IX of the Educati Amendments of 1972 means for equity in college ath programs, citing the 1975 regulation and the 1979 at ics policy interpretation for a number of program aspe Relevant litigation is also cited. (MSE)

EJ 324 782 UD 511 828
Teachers as Role Models: Are There Gender Differences in Microcomputer-Based Mathematics and Science Instruction? Stasz, Cathleen; And Others
Sex Roles; v13 n3-4 p149-64 Aug 1985
Descriptors: Board of Education Policy; *Computer Assisted Instruction; Educational Research; Educational Technology; Elementary Secondary Education; Equal Education; Instructional Development; *Mathematics Instruction; *Microcomputers; Role Models; *Sex Differences; School Policy; *Science Instruction; *Teachers; Teacher Education
Note: Theme issue with title "Women, Girls, and Computers."

Study examines whether male and female teachers differ in (1) their background or training for instructional uses of microcomputers and (2) their uses of microcomputers to teach mathematics and science. Data are given on district and school microcomputer policies, classroom contexts, and teacher characteristics, instructional decisions, and practices. (Author/SA)

EJ 294 323 CE 514 125
Four Invalid Propositions about Equality, Efficiency, and Intergenerational Transfers through Schooling. Conlisk, John *Journal of Human Resources*; v19 n1 p3-21 Win 1984 (Reprint: UMI)
Descriptors: Educational Economics; *Equal Education; Generation Gap; Parent Child Relationship; *Family Income; Parent Background; *Biological Influences; *School Policy; *School Effectiveness; Heredity; *Educational Equity (Finance); Intuition

Four propositions that have been advanced on the basis of verbal intuition are considered. They are given precise interpretation in a formal model and then disproved. The propositions concern intergenerational transfers through schooling, in particular, they concern equality-efficiency conflicts, net benefit calculation, and the role of genetic transmission. (Author/SSH)

ED 325 945 EA 022 433
The Race Equity Review Process. Approved by State Board of Education, April 12, 1990.
Iowa State Dept. of Education, Des Moines. Bureau of School Administration and Accreditation.
Pub Date—Apr 90
Note—33p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Equal Education, *Guidelines, Legal Responsibility, *Racial Integration, *School Desegregation, *School Policy, School Responsibility, *State Action
Identifiers—*Iowa

School desegregation, the legal vehicle to end racial discrimination in U.S. society, may be viewed as a three-generational issue. The first generation is confined to ending physical segregation of students by race, whereas the second generation targets racial and gender segregation within classrooms and other practices (i.e., suspensions, dropouts, special education, and gifed education). Third-generation concerns demand that schools attack unresolved first- and second-generation issues by eliminating physical separation of students in unequal schools and unequal programs. The need for new directives and a process for governing Iowa school desegregation is imperative. School integration will help students develop a respect and appreciation for diversity as a strength, rather than to fear it or see it as problematic. The race equity review process described in this booklet replaces the "Policies and Guidelines on Nondiscrimination in Iowa Schools" that were part of a state-approved review process in 1972. After defining terms, the booklet covers school accreditation standards related to race equity and relevant Iowa Code requirements, statutes, and court decisions. Subsequent sections treat selection into the race equity review process, components of the process, onsite reviews, timelines, schedules, progress report components, district responsibility for findings, action plan components, and failure to comply provisions. (MLH)

ED 300 477 UD 026 451
Arnot, Madeleine, Ed.
Race and Gender: Equal Opportunities Policies in Education.
Open Univ., Milton Keynes (England).
Report No.—ISBN-0-08-03264-9
Pub Date—85
Note—150p.
Available from—Pergamon Books, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($18.25, hardcover-ISBN-0-08-032675-7; $9.00, paperback-ISBN-0-08-03264-9).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—Access to Education, Civil Rights Legislation, Cultural Pluralism, Educational Change, *Educational Legislation, *Educational Policy, Elementary Secondary Education, *Equal Education, Ethnic Groups, Females, Foreign Countries, Local Legislation, Males, Minority Groups, *Policy Formation, Public Policy, Racial Bias, *Racial Discrimination, Racial Segregation, School Desegregation, School Policy, Sex Bias, *Sex Discrimination, Urban Schools
Identifiers—Department of Education and Science (England), Girls into Science and Technology (England), Local Education Authorities (United Kingdom), Open University (Great Britain), Race Relations Act 1976 (Great Britain), Schools Council (England), *United Kingdom

This reader is one of four parts of the Open University (in the United Kingdom) Course E333, "Policy-making in Education." The ten articles included focus on the patterns of race and gender inequalities in British education, and the methods used by central and local government and educational institutions to address those inequalities. Articles were chosen to present the range and diversity of policies and approaches. The five articles (and their authors) on the topic, "Perspectives on Race and Educational Policy" are the following: (1) "Education and the Race Relations Act" (Andrew Dorn); (2) "Racial Inexplicitness and Educational Policy" (David L. Kirp); (3) "Multiracial Education in Britain: from Assimilation to Cultural Pluralism" (Chris Mullard); (4) "Anti-racism as an Educational Ideology" (Robert Jeffcoate); and (5) "The 'Black Education' Movement" (Sally Tomlinson). The five articles on the topic, "Sex Discrimination and Educational Change" are the following: (1) "The Winning of the Sex Discrimination Act" (Margherita Rendel); (2) "Equality or Equity?: A European Overview" (Eileen M. Byrne); (3) "The Schools Council and Gender: A Case Study in the Legitimation of Curriculum Policy" (Gaby Weiner), (4) "A Local Authority Initiative on Equal Opportunities" (Hazel Taylor); and (5) "Changing Schools and Changing Society: Some Reflections on the Girls into Science and Technology Project" (Alison Kelly). Each article includes a list of references. A subject index is included. (FMW)

ED 256 859 UD 024 239
Dunkle, Margaret C.
Teenage Pregnancy & Parenting. Evaluating School Policies & Programs from a Sex Equity Perspective.
Council of Chief State School Officers, Washington, D.C.
Pub Date—Jan 84
Note—53p.; Draft prepared for "Adolescent Pregnancy and Parenting: A Statewide Partnership for School Involvement," A conference sponsored by the Resource Center on Sex Equity.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Early Parenthood, Elementary Secondary Education, Equal Education, *Evaluation Criteria, Health Services, *Pregnant Students, *School Activities, *School Policy, *Sex Discrimination, Sex Fairness, Student Rights
Identifiers—*Title IX Education Amendments 1972

The issues of sex discrimination and student pregnancy and parenting are addressed in this guide, which attempts to provide schools covered by Title IX (or other interested agencies) with assistance in identifying and eliminating biased or discriminatory practices. First, Title IX is discussed, with particular focus on its specific references to pregnancy and parenting and its outline of ways in which schools cannot discriminate against pregnant or parenting students or employees. Other laws prohibiting discrimination on the basis of pregnancy or sex are summarized briefly. Next, a step-by-step guide is provided for assessing equitable treatment. A detailed process is outlined for evaluating equity in the four major areas where school-based discrimination against pregnant and parenting students is most commonly found: (1) admission to progra and activities; (2) treatment in regular programs d activities; (3) treatment in special or separate s ools, classes, programs, and activities; and (4) avai bility and quality of pregnancy-related health services. Two appendices contain the actual wording of the major portions of the Title IX regulations that deal with pregnancy and parenting, and charts for assessing equity in programs, policies, and services. (KH)

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ED 334 898 HE 024 726

D'Souza, Dinesh

Illiberal Education: The Politics of Race and Sex on Campus.

Spons Agency—John M. Olin Foundation, Inc., Alton, Ill.

Report No.—ISBN-0-02-908100-9

Pub Date—8 Apr 91

Note—319p.

Available from—The Free Press, A Division of Macmillan, Inc., 866 Third Avenue, New York, NY 10022 ($19.95).

Pub Type— Books (010) — Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Standards, Affirmative Action, Colleges, Conflict, Cultural Pluralism, *Educational Policy, *Equal Education, General Education, Higher Education, Political Influences, *Politics of Education, *Racial Factors, School Administration, School Policy, *Selective Admission, Sex Discrimination, *Social Action, Universities

Identifiers—*Politically Correct Communication

This book addresses the issue of angry campus confrontations over issues of race, gender, and ethnicity, and more broadly, the dilemma of the college's and university's ability and desire to attain the goals of liberal education while also desiring to be "politically correct." It is noted that student activists have split the university on moral grounds, charging that universities are "structurally" racist, sexist, homophobic, and class biased. It is argued that, while generally unrestrained by administration and unopposed by senior faculty, junior faculty activists, in their eagerness to create a multicultural community, demand and receive changes in admissions and other policies on the basis of race and gender categories, rather than intellectual merit. Case histories examine the admissions policies of the University of California at Berkeley, the multiculturalism at Stanford University, the roots of protest at Howard University, racial incidents at the University of Michigan, the subversion of academic standards at Duke University, and the teaching of race and gender at Harvard University. Each case is used to document the counter-productive effects of preferential treatment and official double standards on minorities themselves, and argues that university policies designed to foster pluralism, diversity, tolerance, and multiculturalism in fact promote ignorance, intolerance, and racism. Finally, it is noted that the rhetorical excesses and coercive tactics of the "politically correct" have done much to drive reflective liberals into the ranks of a conservative opposition. Contains an index and reference notes for each chapter. (GLR)

ED 326 849 TM 015 805

The Education Reform Decade. Policy Information Report.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—90

Note—33p.

Available from—ETS Policy Information Center, Educational Testing Service, Princeton, NJ 08541-0001.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Accountability, *Educational Change, Educational Improvement, Educational Trends, Elementary Secondary Education, *Equal Education, *Excellence in Education, Graduation Requirements, National Surveys, School Districts, *School Policy, State Programs, *State Standards, Teacher Certification, Testing Programs

Identifiers—*Progress, *Reform Efforts

An overview of educational reforms during the 1980s (1978-88) and their effects is presented for use by policy makers, practitioners, and interested citizens. The first section of this report, called "The Reforms of the 1980s", is based largely on a 50-state survey and a research report, both commissioned by the Educational Testing Service Policy Information Center. The second and third sections of this report, "Progress toward Excellence" and "Progress toward Equality," draw heavily on statistics and assessments carried out or funded by the National Center of Education Statistics. The "education reform decade" is most identified with state-level reform laws and policy changes that were initiated and carried out by governors and state legislatures. The decade is associated with what came to be called the "excellence movement", a shorthand reference to the reforms called for in the 1983 report of the National Commission on Excellence in Education entitled "A Nation at Risk." Since a great deal of state action was well under way by that time, particularly in testing, the reform decade is dated from 1978 for the purposes of this review. The following reform policy topics are addressed: high school graduation requirements; student testing; accountability; teacher standards; student and school district standards; and policy changes at the school level. Data on educational improvement are reviewed in the areas of reading, mathematics, science, civics, writing, student retention, and student effort. Topics associated with equal education include achievement gaps in reading, mathematics, and science as well as gaps in student retention and gender differences. Thirty-five figures are included. (TJH)

ED 291 839 UD 026 037

A Blueprint for Action.

National Conference on Educating Black Children, Washington, DC.

Pub Date—Sep 86

Note—9p.; "A Blueprint for Action" was developed by the 1986 National Conference on Educating Black Children. For 1987 proceedings that resulted in "Blueprint for Action II," see UD 025 661.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Achievement, Black Community, *Black Education, Black Students, Black Teachers, *Educational Improvement, *Educational Policy, *Equal Education, Parent School Relationship, Parent Student Relationship, *Policy Formation, Principals, School Business Relationship, School Community Relationship, School Policy, Student School Relationship, Teacher Administrator Relationship, Teacher Student Relationship

Identifiers—*Empowerment, *Excellence in Education

This document presents a set of action-oriented mandates resulting from a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) school administrators; (2) teachers; (3) parents; (4) students; and (5) policy-makers. Strategies for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, which developed the mandates, and a list of institutional funders. (BJV)

ED 309 207 UD 026 857

Parker, Lynn And Others

The Relationship between Nutrition & Learning. A School Employee's Guide to Information and Action.

Food Research and Action Center, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date—89

Note—45p.

Available from—National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Breakfast Programs, Disadvantaged Youth, Elementary Secondary Education, Equal Education, Health Materials, *Hunger, Influences, *Learning, Learning Readiness, *Lunch Programs, *Nutrition, Obesity, Program Descriptions, Program Guides, School Policy, *Student Needs

Identifiers—Child Care Food Program, Food Stamp Program, Nutrition Education and Training Program, School Lunch Program, Summer Food Service Program, Women Infants Children Supplemental Food Program

The physical, emotional, and intellectual impact of nutrition on children's ability to learn is the subject of this guide for school personnel. The guide is divided into two parts and includes two appendices. Part 1, "What We Know About the Relationship Between Nutrition and Learning," reviews research linking nutrition and academic performance. Children's behavioral development and learning ability are affected by such early nutritional influences as low birthweight and the adequacy of food consumed in day care. Evidence of the impact of hunger and undernutrition on learning is presented. A number of recent studies indicate the positive effects of child nutrition programs on children's nutritional status and learning ability. The problems of obesity and the consumption of sugar and food additives are discussed. Part 2, "Putting Into Action Our Knowledge About the Relationship Between Nutrition and Learning," provides suggestions for solving students' nutritional problems. Steps that school employees can take to ensure that children have access to nutrition programs are enumerated. School action to ensure the provision of healthful food and nutrition education is described. The guide concludes with an outline of a model school nutrition policy. Appendix A describes several national nutrition programs that help children. Appendix B lists 66 references. (AF)

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ED 291 812 UD 025 661

A Blueprint for Action II, 1987.

National Conference on Educating Black Children, Washington, DC.

Pub Date—May 87

Note—13p.; "A Blueprint for Action II" was developed by the 1987 National Conference on Educating Black Children. For "A Blueprint for Action," see UD 026 037.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Achievement, *Black Education, Black Students, Black Teachers, *Educational Improvement, *Educational Policy, *Equal Education, Parent School Relationship, Parent Student Relationship, *Policy Formation, Principals, School Business Relationship, School Community Relationship, School Policy, Student School Relationship, Teacher Administrator Relationship, Teacher Student Relationship

Identifiers—*Empowerment, *Excellence in Education

This document presents a set of action-oriented mandates developed at a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) students, who attend school to become intellectually, socially, and economically productive, and who have the right to the best possible education on a free and equitable basis; (2) teachers, who must maintain high standards of effective teaching to ensure that each black child is provided the opportunity to attain the skills needed to achieve excellence in education; (3) administrators, who should systematically direct their authority and influence over the actions of students, staff, faculty, and parents to the development and implementation of educational programs that shall effectuate the maximum academic growth of each black child; (4) parents, who should understand their rights and responsibilities, become involved in the schools, and take responsibility for the education of their children; (5) community groups, which should participate more effectively in educating black children, and ask the "right" questions to improve local schools and school systems; and (6) policymakers, whose ultimate authority to plan and provide for effective educational policies and programs should be directed to the goals of achieving equity and excellence for black children. Activities for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, a list of the institutional funders, and a list of members of the working committee for this document. (BJV)

ED 305 407 UD 026 669

Keating, Pamela Oakes, Jeannie

Access to Knowledge: Removing School Barriers to Learning. Youth at Risk.

Education Commission of the States, Denver, Colo. Education Improvement Center.

Spons Agency—College Board, New York, NY.

Pub Date—Aug 88

Note—24p.

Available from—ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (No. AR 88-4, $5.00).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Board of Education Policy, Disadvantaged, *Educational Change, *Educational Opportunities, Elementary Secondary Education, *Equal Education, *High Risk Students, *Policy Formation, Politics of Education, Position Papers, School Policy, State Legislation

Identifiers—Partnerships, *Policy Issues

School barriers to equal access need to be removed by fundamentally new policy initiatives at the state and district levels in order to assure educational opportunities for at-risk students. Gender, race, poverty and individual disabilities continue to generate barriers for at-risk students despite broad legal efforts at reform. The following school practices must still be addressed: (1) testing; (2) grouping and tracking; (3) curriculum and instruction; and (4) school organization and administration. The following policy approaches would overcome resistance to reform and permit educators and policymakers to work together: (1) place equal educational access high on the public policy agenda; (2) eliminate race and gender bias; (3) upgrade teaching and increase disadvantaged student access to highly qualified teachers; (4) alter formulas for compensatory education to account for the impact of poverty; (5) eliminate rewards for assessing and labeling students on the basis of social and/or personal predispositions; (6) develop model, integrated curricula and instructional strategies suitable for diverse students; (7) provide incentives for schools to forge non-traditional alliances among schools, families and communities; (8) join forces with all those who have a stake in schools, including universities, social service agencies, and the private sector; (9) deregulate schools and build capacity for improvement; (10) hold schools accountable for both equity and learning; and (11) marshal new resources and reconfigure existing ones. A 15-item bibliography is appended. (FMW)

XI. TEACHER EDUCATION: TEACHER CERTIFICATION

EJ 297 466 SP 513 793
The Critical Issue of Excellence and Equity in Competency Testing. Smith, G. Pritchy *Journal of Teacher Education*; v35 n2 p6-9 Mar-Apr 1984 (Reprint: UMI)
Descriptors: *Minimum Competency Testing; *Equal Education; *Teacher Education; *Minority Group Teachers; Teacher Certification; Teacher Qualifications; Elementary Secondary Education; *Teaching (Occupation)

A positive effect of the competency testing movement is that it will reveal the nation's greatest educational failure—understanding minority achievement and developing successful instructional delivery systems for minority youth. Collaborative leadership from teachers, professional educators, and the public must challenge the development of new ways to perpetuate old inequities. (CJB)

EJ 381 242 UD 514 004
Teacher Education Reform: Issues of Equity and Accountability. Marcoulides, George A.; Heck, Ronald H. *Urban Review*; v20 n2 p125-34 Sum 1988 (Reprint: UMI)
Descriptors: *Accountability; College Students; *Equal Education; Higher Education; *Minority Group Teachers; Retention (Psychology); Standardized Tests; Teacher Certification; *Teacher Education; Teacher Improvement; Teacher Shortage; Teacher Qualifications; *Teacher Recruitment; *Urban Teaching; Educational Change
Identifiers: California Basic Educational Skills Test

Examines recent policy changes in teacher education and how they impact on the recruitment and retention of minority students. Focuses on the conflicting concerns for both accountability and equal educational opportunity. (FMW)

XII. TEACHER EDUCATION: TRAINING

EJ 428 868 IR 523 105
Normal Styletechnology in Teacher Education: Technology and the Education of Teachers. Harrington, Helen. *Computers in the Schools;* v8 n1-3 p49-57 1991
Descriptors: *Educational Technology; Higher Education; Information Technology; Instructional Design; Learning Processes; Social Change; *Teacher Education; Training

Discusses the use of technology in teacher education programs that are concerned with preparing students for a rapidly changing society. The distinction between preparing teachers to use technology and using technology to prepare teachers is emphasized, and distinctions between training and learning are discussed. (27 references) (LRW)

EJ 375 844 EC 210 234
Training District Personnel as Peer Consultants and Inservice Leaders: Implementation and Evaluation of a Training Program. Anderson, Dana McCoy; Ritter, Shirley A. *Special Services in the Schools;* v4 n1-2 p77-93 1987
Descriptors: *Disabilities; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Teacher Education; Faculty Development; *Consultation Programs; *Peer Teaching; *Training; Skill Development; Program Development; Program Evaluation; *Program Implementation
Identifiers: Furman University SC

A Furman University program called School Initiated Teacher Education Outreach trained school personnel as peer inservice providers and consultants to general education personnel. The 61 special education teachers, speech therapists, and curriculum specialists completed three courses on inservice content and presentation and peer consultation. Detailed program evaluation data are provided. (Author/JDD)

ED 333 679 EC 300 435
Parette, Howard P., Jr.
Professionals Working with People with Disabilities: Technology Training Implications for Teacher Educators.
Spons Agency—Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
Pub Date—18 Apr 91
Contract—89-554
Note—35p.; Paper presented at the Conference of the Arkansas Association of Colleges for Teacher Education (Little Rock, AR, April 1991).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Assistive Devices (for Disabled), *Curriculum Development, Delivery Systems, *Disabilities, Elementary Secondary Education, Handicap Identification, *Information Needs, Needs Assessment, Preschool Education, Statewide Planning, *Teacher Education, *Technology, Training
Identifiers—Arkansas

This presentation reports the results of a statewide assessment of the technology needs of 529 Arkansas professionals working with persons having disabilities, in all age groups and across various disability categories. The assessment gathered information about the respondents' needs for information on assistive technology services and devices, training needs, perceptions of consumer purchasing needs, use of volunteers, agencies/mechanisms providing services, priorities for a state plan, and team participation. Examination of the survey data led to the conclusion that professionals favored a centralized service delivery model, as respondents rated the two highest priorities for state technology planning as early identification of persons with disabilities and provision of ongoing evaluation of needs. Implications of the survey are discussed in the context of innovative curricula for educating people about technology and services for persons with disabilities and their families. The consumer-driven process of curriculum development is described, and overviews are provided of curricula for parents, consumers, professional inservice, and college/university preservice education. (Includes 36 references.) (JDD)

ED 341 453 PS 019 861
Copple, Carol
Quality Matters: Improving the Professional Development of the Early Childhood Work Force. Report Based on A Meeting Held at the Carnegie Corporation (New York, New York, November 7-8, 1990).
Carnegie Corp. of New York, N.Y.
Pub Date—Nov 90
Note—77p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Ladders, *Child Caregivers, *Child Care Occupations, Cooperative Planning, *Day Care, Demand Occupations, *Early Childhood Education, Financial Needs, Government Role, Inservice Education, *Professional Development, Staff Development, *Teacher Education, Training, Trend Analysis

Findings from a meeting that brought together 35 U.S. experts on early childhood education are synthesized in this report on high quality early education and child care programs. The report is based on participants' responses to the following issues: (1) the state of knowledge about the effectiveness of preparation and training efforts; (2) the most important issues challenging preparation and training delivery systems; (3) ways to finance new programs; and (4) policy and program development strategies to improve early childhood preparation and training programs that the federal government, the states, and the private sector should pursue. The skyrocketing increase in child care needs nationwide is cited, and it is emphasized that quality is as important as quantity in service delivery. Specific topics addressed in the report include: supply and turnover problems, lack of adequate career ladders and differentiated staffing patterns; lack of professional and financial incentives; lack of demand for trained personnel; approaches to increasing financial incentives, strategies for tailoring training to specific needs, the importance of creating linkages between regulatory systems and of reducing fragmentation among institutions of higher education; and the urgent need for comprehensive and collaborative planning. Appended are a list of participants and the agenda for the meeting; resources for early training programs and curricula; a bibliography; and related materials. Contains 51 references. (LB)

ED 303 639 CE 051 905
Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers.
University Council for Vocational Education.
Pub Date—Nov 88
Note—135p.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($9.50).
Pub Type— Collected Works - General (020) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum, Educational Needs, *Educational Policy, Educational Research, *Educational Trends, Education Work Relationship, Futures (of Society), *Instructional Improvement, Nontraditional Students, Postsecondary Education, Secondary Education, Staff Development, *Teacher Education, Training, *Vocational Education, *Vocational Education Teachers

This monograph examines issues central to a number of education reform proposals for secondary and postsecondary vocational education. Nine papers, chosen by a jury of the University Council for Vocational Education, are included: "Changing Workplace–Changing Education" (Douglas C. Smith); "Vocational Teacher Education: Emerging Patterns for General Studies, Academic Majors, and Professional Education" (Steve Tozer, Robert E. Nelson); "Considerations for Vocational Teacher Education Reform" (Roger Luft, Mary E. Zimmerer, Lydia Z. Kercher); "Establishing Linkages for Vocational Teacher Education Reform" (Sharon O'Neil, John Washburn); "The Knowledge Base for the Redesign of Vocational Teacher Education" (Mildred Barnes Griggs, Catherine Burnham); "Forces Affecting the High School Curricula and Their Implications upon Vocational Teacher Education" (Jack Rudolph, Betty Fry, Lowell Barr); "Implications of Increasing Numbers of Nontraditional Students for Vocational Teacher Education Reform" (Robert E. Nolan, William R. Venable); "The Place of Training and Development in Vocational Teacher Education: A Strategic Opportunity?" (James A. Leach, Dale T. Snauwaert); and "Influencing Vocational Teacher Education Policy through Research" (Richard L. Lynch). (KC)

EJ 387 832 SE 544 186
The OTA Report: Teachers, Training, and Technology. Scrogan, Len, Ed. *Classroom Computer Learning;* v9 n4 p80-85 Jan 1989 (Reprint: UMI)
Descriptors: Computers; *Computer Uses in Education; *Inservice Teacher Education; Job Training; Microcomputers; *Preservice Teacher Education; Professional Training; Reports; Science and Society; *Technology; Technology Transfer; *Teacher Education; Teacher Improvement; Training
Identifiers: *Office of Technology Assessment

Examines the conclusions drawn by the Office of Technology Assessment on integrating new technologies into the classroom. Lists steps for training success, factors contributing to effective in-service computer education programs, barriers to technology acceptance, and priorities recommended for colleges of education. (MVL)

EJ 292 664 CE 514 056
Trainers Tomorrow. de Rita, Giuseppe. *Vocational Training Bulletin;* n13 p3-5 Dec 1983
Descriptors: *Trainers; Training; *Long Range Planning; Teacher Education

Discusses three current prevailing uncertainties in the field of training the trainer: uncertainty as to the cultural foundation for training, uncertainty as to level of responsibility, and uncertainty as to the market for training. (NRJ)

ED 311 309 CE 053 444
Whitford, Ellen V. Hyman, Ronald T.
Rutgers Train the Trainer Program: Teaching Noncareer Prospective Teachers How To Teach.
Pub Date—6 Oct 89
Note—23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 6, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Learning Activities, *Professional Training, Program Evaluation, Student Educational Objectives, *Teacher Education, Teacher Educators, *Trainers, Training, Training Methods, Training Objectives

The Rutgers Train the Trainer Program (RTTP) is a 2-day intensive workshop for teaching noncareer prospective teachers. Seven essential principles of the program are as follows: (1) teachers of prospective teachers should model the elements of effective teaching; (2) teachers should adopt an overall approach to their students that centers on mutuality and joint purpose; (3) teachers should strive to create a sense of group belonging among the participants; (4) teachers should use a range of whole group, small group, and individual teacher-student approaches to teaching; (5) teachers should develop content by building on the contributions of the students; (6) practice teaching for prospective teachers should be real, not simulated; (7) teachers of prospective teachers should provide meaningful feedback during coursework and after each practice teaching experience. Student training objectives are skill acquisition and knowledge including (1) an understanding of the characteristics of desirable two-way communication; (2) strategies for effective teacher questioning and fielding of student talk; (3) the characteristics of three basic strategies of teaching–presenting, enabling, and exemplifying; (4) understanding of the relationships occurring within the triad of teacher, student, and subject matter; (5) the role of analogies, anecdotes, metaphors, examples, and parallel cases in giving explanations; (6) the fundamental questions to answer when preparing a lesson plan; and (7) ability to prepare various types of audiovisual materials and understand their role in the classroom. (A 13-item reference list is attached.) (NLL)

XIII. TEACHER EDUCATION: EQUAL EDUCATION

EJ 418 700 IR 522 449
Computers in Schools: A New Source of Inequity. Kirby, Peggy C.; And Others *Computers and Education;* v14 n6 p537-41 1990
Descriptors: *Computer Assisted Instruction; Computer Literacy; Courseware; Elementary Secondary Education; *Equal Education; *Microcomputers; School Districts; Socioeconomic Status; State School District Relationship; State Surveys; Teacher Education
Identifiers: *Computer Equity; United States (South)

Describes a study that investigated the use of microcomputers in elementary and secondary schools in one southern state. The availability of hardware, software, and personnel resources is discussed; student access in relation to ability level and socioeconomic status is examined, and recommendations to alleviate inequities in computer access are given. (five references) (LRW)

EJ 364 516 CE 518 658
The Emergence of a Nonracist Approach to Sex Equity. Smith, Nancy *Educational Considerations;* v15 n1 p13-14 Win 1988
Descriptors: *Equal Education; Teacher Education; *Sex Fairness; *Racial Bias; Models; *Sex Bias
Note: Available from College of Education, Kansas State University, Manhattan, KS 66506.

The author reviews the literature on sex equity, especially as it pertains to education. She demonstrates that a nonracist approach to sex equity has emerged, but is not yet in universal use. (CH)

EJ 384 361 HE 518 450
Sex Equity as a Curricular Issue. Holleran, Paula R. *Higher Education Review;* v16 n3 p9-15 Sum 1984 (Reprint: UMI)
Descriptors: Higher Education; Sex Discrimination; *Womens Studies; *College Curriculum; *Feminism; Womens Education; *Teacher Education; Educational History; *Equal Education; *Sex Fairness

A review and analysis of the history and issues related to sex equity in higher education curricula looks at the goals of women's studies, the structure of women's studies offerings, support among both men and women, funding, and the lack of support in state teacher certification requirements and textbooks. (MSE)

EJ 401 868 UD 514 819
Cultivating the Thinking Skills of Low Achievers: A Matter of Equity. Foster, Gail Edghill *Journal of Negro Education;* v58 n4 p461-67 Fall 1989 (Reprint: UMI)
Descriptors: Basic Skills; *Critical Thinking; *Curriculum Development; Disadvantaged Schools; Disadvantaged Youth; Educational Improvement; Educational Practices; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Low Achievement; *Low Income Groups; Teacher Education
Identifiers: Blooms Taxonomy; Empowerment; Knowledge Acquisition; *Thinking Skills

Advances the following premises: (1) the thinking skills of low achievers should be cultivated as much as those of high achievers, (2) low achievers can be taught higher order thinking skills; and (3) the cultivation of effective thinking skills is at least as important as mastery of basics. Presents five recommendations for change. (AF)

EJ 375 686 SP 517 927
Equity as Student Opportunity to Learn. Murphy, Joseph *Theory into Practice;* v27 n2 p145-151 Spr 1988 (Reprint: UMI)
Descriptors: *Equal Education; Outcomes of Education; Teacher Education; Access to Education; *Educational Policy; Public Education; Ability Grouping; *Educationally Disadvantaged; Curriculum; Time on Task; Instructional Effectiveness; Elementary Secondary Education

This article discusses educational equity in terms of access to learning, to resources, and to school, especially among students who are tracked in low ability groups. Given this conception of knowledge equity, equity may only be realized through the actions of local district and school staff. (JL)

ED 272 553 TM 860 469
Hilliard, Asa G., III
Information for Excellence and Equity in Education.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Pub Date—[Oct 85]
Note—20p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Evaluation, *Data Collection, Educational Policy, *Educational Quality, Elementary Secondary Education, *Equal Education, Preschool Education, Private Schools, Public Schools, *Research Needs, School Surveys, Special Education, Standardized Tests, Teacher Education
Identifiers—*National Center for Education Statistics

Refinement and expansion of the focus and scope of existing data gathering services will improve the technical quality and utility of the National Center for Education Statistics (NCES) data programs. Data that support our ability to move toward excellence also support our move toward equity. In order to address policy issues from an equity perspective, data on the following should be collected: (1) public schools and private schools; (2) level and type of [illegible] school support; (3) stability of teacher and pupil populations; (4) access to pre-school; (5) patterns of special education placement and patterns of mobility among programs by students; (6) international comparisons; (7) race by sex information; and (8) levels of aggregation. Certain data can illuminate the quality of the instructional offerings. Specific recommendations related to excellence include: collecting and reporting data on the academic major and minor preparation of certified staff; working with Chief State School Officers to develop a common nomenclature for key academic courses; and working with State Officers to develop standardization in testing that is feasible and appropriate. (JAZ)

EJ 381 242 UD 514 004
Teacher Education Reform: Issues of Equity and Accountability. Marcoulides, George A.; Heck, Ronald H. *Urban Review;* v20 n2 p125-34 Sum 1988 (Reprint: UMI)
Descriptors: *Accountability; College Students; *Equal Education; Higher Education; *Minority Group Teachers; Retention (Psychology); Standardized Tests; Teacher Certification; *Teacher Education; Teacher Improvement; Teacher Shortage; Teacher Qualifications; *Teacher Recruitment; *Urban Teaching; Educational Change
Identifiers: California Basic Educational Skills Test

Examines recent policy changes in teacher education and how they impact on the recruitment and retention of minority students. Focuses on the conflicting concerns for both accountability and equal educational opportunity. (FMW)

EJ 346 566 CE 517 568
Equality Is Excellence: Transforming Teacher Education and the Learning Process. Shor, Ira *Harvard Educational Review;* v56 n4 p406-26 Nov 1986 (Reprint: UMI)
Descriptors: *Educational Change; Equal Education; Minority Groups; Multicultural Education; *Nondiscriminatory Education; Politics of Education; *Teacher Education
Note: Special Issue: Teachers, Teaching, and Teacher Education.

The author suggests that conservative economic and school policy is responsible for a decline in the quality of teaching, basing his analysis on observation of the current reform wave. He suggests that teacher education must be critical, multicultural, student-centered, oriented toward equality, and desocializing if it is to prepare inspirational teachers. (Author/CH)

ED 315 850 EA 021 538
Stromquist, Nelly P.
The State and Gender Equity in U.S. Education.
Pub Date—Jul 89
Note—51p.; Revised version of paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Course Content, Educational Administration, *Educational Legislation, Elementary Secondary Education, Equal Education, *Federal Legislation, *Females, *Laws, School Organization, *Sex Discrimination, *Sex Fairness, Teacher Education

To improve the condition of women in education, women have utilized legislation, particularly federal legislation. Three main federal statutes have protected women's rights in education since 1972. These are the Title IX of the Educational Amendments Act of 1972, the Women's Educational Equity Act passed in 1975, and the Vocational Amendments Act of 1976. In addition, 13 states have enacted legislation that parallels Title IX, and 31 states have some legislation prohibiting sex discrimination in primary and secondary education programs. The implementation of the three federal laws dealing with gender equity are reviewed in detail. The specific changes and achievements have occurred in the areas of textbook materials, curriculum content, teacher training, access of women to advanced educational programs, presence of women in educational institutions as faculty and administrators, and incentives for students. Several elements exist between the legislation and the observed outcomes; these elements focus on inputs in place, transformations in educational organizations, and transformations in students. Ten tables are appended. (34 references) (SI)

ED 322 231 UD 026 844
Milanovich, Norma J. Gonzales, Frank, Ed.
Modeling Equitable Behavior in the Classroom. Training Module V.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—Department of Education, Washington, DC.
Pub Date—88
Grant—G00-874-5255
Note—63p.; For related documents, see UD 026 838-849.
Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; set of 12 modules, $75.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attitude Change, *Behavior Modification, *Classroom Techniques, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Learning Modules, *Sex Bias, *Sex Stereotypes, *Teacher Behavior, Teacher Education
Identifiers—National Origin Desegregation Assistance Centers
Techniques of modeling equitable behavior in the classroom is the subject of this training module. It guides trainers It guides trainers through the activities and lessons which will assist education professionals in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. Eight activities are described and materials, including 17 transparency masters and 8 handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with the nature and effects of gender bias in the classroom setting; (2) to assess the various types of nonverbal behaviors that contribute to gender bias in the classroom; (3) to assess various verbal communication patterns that contribute to gender stereotyping in the classroom; and (4) to develop an action plan promoting educational equity in the classroom. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

EJ 381 230 UD 513 992
Impact of Integrated Education on Blacks in the South: A Participation Crisis. Busby, Doris A.; Barrett, C. Allen *Equity and Excellence;* v23 n4 p57-62 Sum 1988 (Reprint: UMI)
Descriptors: Academic Achievement; *Black Students; *Black Teachers; Census Figures; College Students; *Desegregation Effects; Educational Attainment; Elementary School Students; Elementary Secondary Education; *Enrollment Trends; Equal Education; Equal Opportunities (Jobs); Graduate Students; Higher Education; Labor Force; *Racial Segregation; *School Desegregation; Secondary School Students; Teacher Education
Blacks's participation in the educational establishment has decreased since 1970 in the following areas: (1) elementary and secondary education, (2) post secondary education, (3) graduate degrees, (4) faculty appointments, and (5) labor force professionals. The decline of minority teachers in American schools will adversely affect all children. There must be equal opportunity in education. (BJV)

ED 322 229 UD 026 842
Love, Reeve Gonzales, Frank, Ed.
Sex Stereotyping and Bias: Their Origin and Effects. Training Module IV.
Desegregation Assistance Center - South Central Collaborative of Region VI, San Antonio, TX.; Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—Department of Education, Washington, DC.
Pub Date—88
Grant—G00-874-5255
Note—62p.; For related documents, see UD 026 838-849.
Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 ($7.50; complete set of 12 modules, $75.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bias, Civil Rights, Classroom Environment, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), *Females, Learning Modules, Males, Mass Media Role, *Sex Bias, *Sex Stereotypes, Teacher Education, Technical Assistance
Identifiers—National Origin Desegregation Assistance Centers
The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias/stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

EJ 364 515 CE 518 657
Guidelines for Integrating Nonsexist, Multicultural Education in the University Methods Class. Mangano, Nancy *Educational Considerations;* v15 n1 p2-5 Win 1988
Descriptors: *Equal Education; *Multicultural Education; Course Content; Teacher Education; Postsecondary Education; *Methods Courses; *Sex Fairness; Curriculum Development
Note Available from College of Education, Kansas State University, Manhattan, KS 66506.
The author suggests ways in which teaching methods instructors can integrate equity information into their respective courses by using an inclusionary approach to information sharing. She provides an example of how reading methods professors can adapt their courses to this purpose and offers suggestions for adapting courses. (CH)

EJ 339 162 IR 515 590
National Task Force on Education Technology. 'Transforming American Education: Reducing the Risk to the Nation.' Gubser, Lyn *TechTrends;* v31 n4 p10-24,35 May-Jun 1986 (Reprint: UMI)
Descriptors: Cost Effectiveness; Educational Needs; *Educational Planning; *Educational Technology; Educational Trends; Elementary Secondary Education; *Equal Education; Financial Support; Futures (of Society); *Information Technology; *Instructional Effectiveness; *Instructional Improvement; Microcomputers; Position Papers; Research and Development; Teacher Education; Technological Advancement; Computer Uses in Education
Identifiers: *National Task Force on Educational Technology
Presents the report of the National Task Force on Educational Technology, which focuses on current and emerging needs of learners rather than technology itself. It concludes that creative and appropriate use of information technology can help improve the quality of learning, increase educational equity, and ensure greater cost effectiveness. (MBR)

EJ 419 264 SP 520 062
Multicultural Teacher Education and Supervision: A New Approach to Professional Development. Davidman, Patricia Terry *Teacher Education Quarterly;* v17 n3 p37 52 Sum 1990 (Reprint: UMI)
Descriptors: *Preservice Teacher Education; *Student Teachers; *Supervision; Teaching Methods; *Multicultural Education; Cultural Awareness; Equal Education; Teaching Skills; Higher Education; Teacher Education
Identifiers: California Polytechnic State University
An approach to supervision that is closely linked to multicultural teaching and educational equity is needed within teacher education. A rationale for a specific conception of multicultural teacher education is presented. Its supervisory derivative, multicultural supervision, is examined along with concepts and implementation strategies from a California teacher education program. (SM)

EJ 406 898 EA 524 382
Studying the Education of Educators: From Conception to Findings. Goodlad, John I. *Phi Delta Kappan;* v71 n9 p698-701 May 1990 (Reprint: UMI)
Descriptors: *Teacher Education; *School Effectiveness; *Social Problems; *Socialization; *Peer Relationship; Higher Education; Schools of Education; Equal Education
Identifiers: *Study of the Education of Educators; *Isolation (Professional)
Reviews the design and conduct of the Study of the Education of Educators (SEE) project. Reports findings concerning institutional context, teacher candidates and their perceptions about becoming teachers, some characteristics and views of education faculty members, and the nature and conduct of the preparation programs studied. Includes 16 references. (MLH)

EJ 339 708 CE 517 154
The Unfinished Agenda: Some Implications for Research in Secondary Vocational Education. Phelps, L. Allen; Hughes, Ruth P. *Journal of Vocational Education Research;* v11 n2 p51-72 Spr 1986 (Reprint: UMI)
Descriptors: Access to Education; Basic Skills; Educational Research; Employed Parents; Equal Education; Field Experience Programs; *Research Methodology; *Research Needs; *Research Reports; Secondary Education; Teacher Education; *Vocational Education
Identifiers: *National Commission for Secondary Vocational Educ; *Unfinished Agenda (The); Longitudinal Analysis
The article (1) examines the inquiry process and discusses questions raised by the National Commission for Secondary Vocational Education, (2) identifies implications for policy research, educational research, and evaluation research, and (3) offers observations about research on vocational education in secondary schools. (Author/CH)

EJ 326 187 CE 516 271
The Unfinished Agenda: The State of the Nation in Vocational Education. Herr, Edwin L. *Journal of Industrial Teacher Education;* v23 n1 p49-58 Fall 1985 (Reprint: UMI)
Descriptors: *Teacher Education; *Teacher Educators; *Vocational Education; *Educational Needs; *Vocational Education Teachers; *Access to Education; Equal Education; Curriculum Development; Articulation (Education); Leadership; Secondary Education
Identifiers: *National Commission on Secondary Vocational Educ
Note For the Commission report, see ED 251 622.
In this comment, the author describes the work, findings, and recommendations of the National Commission on Secondary Vocational Education. Also, he considers the implications of the Commission's report for teacher education. (CT)

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EJ 311 752 EA 518 507
The High School and the University: What Went Wrong in America, Part 1. Clark, Burton R. *Phi Delta Kappan;* v66 n6 p391-97 Feb 1985 (Reprint: UMI)
Descriptors: *High Schools; *Teacher Education; *Equal Education; *Comparative Education; Higher Education; Foreign Countries; Comparative Analysis; Comprehensive Programs; Governance; Track System (Education); College School Cooperation; Public Education; Educational Opportunities; Educational Quality; Foundations of Education

High schools and teacher training institutions in the United States exhibit different characteristics than those exhibited by similar schools in other countries. These differences are rooted in America's history and help explain why secondary education and higher education in America are not coordinated in ways that consistently promote educational excellence. (PGD)

ED 328 770 CE 056 980
Khaleel, Ibrahim Adamu
Significant Issues Confronting Vocational Education: Implications for UCVE Institutions.
University Council for Vocational Education.
Pub Date—Nov 90
Note—73p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Administrator Attitudes, Basic Skills, Curriculum, Data Analysis, Educational Research, *Equal Education, Excellence in Education, Higher Education, Leadership, Literature Reviews, *Needs Assessment, Program Effectiveness, Program Evaluation, Public Relations, Role of Education, Secondary Education, Sex Fairness, Standards, Teacher Attitudes, Teacher [illegible]ation, Technological Advancement, *Vocational Education

A study identified significant issues currently confronting vocational education and described what role(s) the University Council for Vocational Education (UCVE) might pursue relative to each issue. To identify significant issues, a literature review, analysis, and consensus building were used. A Delphi method was used to build consensus on the importance of the issues identified. A 4-point Likert-type scale was sent to 65 respondents, who rated the degree of importance of clusters, categories, and issues. Data showed that all five clusters had over 3.00 rating. Only one achieved a high-level consensus on the degree of importance. Of the 21 categories, the highest rated was Purposes and Outcomes, then Teacher Education followed by Leadership. The Support Services category received the lowest mean rating of 2.87. The Purposes and Outcomes and the Support Services categories received high-level consensus ratings on the degree of importance. Of 94 issues, respondents achieved a high consensus on the degree of importance of 17; 76 issues received a medium-level consensus. UCVE institutional representatives who were mailed the results recommended various actions for each category. (Appendixes include the list of issues and their ratings, a participant list, and 77 references.) (YLB)

EJ 309 348 SP 514 356
Forward to Fundamentals: Learning and the 4th R. Haywood, H. Carl; And Others *Peabody Journal of Education;* v61 n3 p16-35 Spr 1984 (Reprint: UMI)
Descriptors: *Equal Education; *Educational Quality; Compensatory Education; *Change Strategies; Teacher Education; Elementary Secondary Education; *Cognitive Development; *Curriculum Development; Teaching Styles; *Teacher Role

If schools are to combine the goals of equality and excellence, teachers and curricula must teach students to think in a structure[illegible]d supportive environment. Problems with the educa[illegible]system are discussed. Cognitively oriented curricula an[illegible]aching strategies have had positive results in some prog[illegible]ms. (DF)

ED 316 915 EA 021 547
Bullough, Robert V., Jr.
The Forgotten Dream of American Public Education.
Report No.—ISBN-0-8138-0008-0
Pub Date—88
Note—155p.
Available from—Iowa State University Press, Ames, IA 50010.
Pub Type— Books (010) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Change, Educational Environment, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, *Equal Education, Outcomes of Education, Public Schools, *Role of Education, *School Community Relationship, School Role, Student Role, Teacher Education, Teacher Role

Based on observation and experience, analysis translates into a proposal for reform. Eight essays explore in personal terms several troubling educational issues undergirded by the fundamental belief that the purpose of public education is the cultivation of civic virtue. The first essay addresses the widespread loss of faith in public schooling. In the second essay, qualities are described that students are encouraged to develop through their experience of schooling. In addition, these qualities are discussed in relationship to the qualities that are needed for society to become more compassionate. A critique of commonplace assumptions that underpin the commitment to sorting and labeling comprises the third essay's topic. Questioning the assumptions that standarized tests perpetuate constitutes essay 4. Essay 5 describes current practices and issues in teacher education. Essay 6 presents an analysis of the type and quality of school knowledge and describes the promising directions for improvement. Conditions necessary for the development of creativity in the public schools is the focus of essay 7. In the concluding essay, some of the metaphors used by Americans as they ponder the issues of public education are analyzed. In addition, an alternative metaphor–"school and community"–is offered as a means for thinking about public education and the public world. (JAM)

EJ 297 466 SP 513 793
The Critical Issue of Excellence and Equity in Competency Testing. Smith, G. Pritchy *Journal of Teacher Education;* v35 n2 p6-9 Mar-Apr 1984 (Reprint: UMI)
Descriptors: *Minimum Competency Testing; *Equal Education; *Teacher Education; *Minority Group Teachers; Teacher Certification; Teacher Qualifications; Elementary Secondary Education; *Teaching (Occupation)

A positive effect of the competency testing movement is that it will reveal the nation's greatest educational failure—understanding minority achievement and developing successful instructional delivery systems for minority youth. Collaborative leadership from teachers, professional educators, and the public must challenge the development of new ways to perpetuate old inequities. (CJB)

ED 294 951 UD 026 179
Timpane, Michael And Others
Reducing Dropouts.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Grant—OERI-G-86-90003
Note—41p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Programs, Dropout Prevention, Dropout Programs, *Dropouts, Educational Improvement, Elementary Secondary Education, Equal Education, Family School Relationship, *High Risk Students, *Hispanic Americans, Lower Class Students, *Minority Group Children, *Program Development, Program Effectiveness, School Business Relationship, *School Community Relationship, Teacher Education, Underachievement, Urban Education
Identifiers—*Collaboratives, Michigan (Flint), New York (Rochester)

A group of three conference papers, all addressing the subject of effective programs to decrease the number of school dropouts, is presented in this document. The first paper, "Systemic Approaches to Reducing Dropouts" (Michael Timpane), asserts that dropping out is a symptom of failures in the social, economic, and educational systems. Dropping out is the anti-climactic conclusion of a long, visible, and painful process, and the dropout problem will continue to worsen. Approaches to reducing the number of dropouts are suggested. The second paper, "Reducing Dropouts through Community Promoted Initiatives" (Roger D. Mitchell), consolidates suggestions for reducing dropouts through community and business promoted initiatives developed by community task forces on education in Rochester, New York, and Flint, Michigan. The third paper, "Innovative Community Sponsored Projects" (Lori S. Orum), discusses community-based approaches to improve the educational status of Hispanics developed by the National Council of La Raza, such as the Academia del Pueblo, Project Success, Project Second Chance, Parents as Partners, and the Teacher Support Network. Current project activities in Kansas City, Missouri; Rochester, New York; Phoenix, Arizona; Houston, Texas; and Chicago, Illinois are discussed and activities in other areas are briefly summarized. (BJV)

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ED 246 310 CE 039 456

Magisos, Joel H. And Others

Excellence in Vocational Education: Four Levels, Four Perspectives.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—52p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 287).

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Adult Vocational Education, Basic Skills, Curriculum Development, Educational Change, Educational Objectives, Educational Policy, *Educational Quality, Equal Education, *Instructional Improvement, Postsecondary Education, Public Schools, School Business Relationship, School Effectiveness, Secondary Education, Teacher Education, *Teacher Improvement, *Vocational Education, *Vocational Education Teachers

The papers in this compilation address excellence in vocational education from the perspectives of four educational levels--secondary, postsecondary, adult, and teacher education. The implications of the recent national study reports on education are examined for each level, and standards of excellence and recommendations for action are suggested. First, Joel H. Magisos considers how secondary vocational education will be affected by the national report recommendations. Describing what constitutes excellence at this level, he lists an agenda for action to influence policy at state and local levels. Next, Madge L. Attwood reviews implications for postsecondary vocational education curriculum, teachers, and teaching, focusing on the need for balance between excellence and equity. The increasing importance of adult vocational education in an era of demographic change is emphasized by Susan Imel, who discusses factors affecting quality in the diverse programs at this level. Finally, Ruth Pierce Hughes reports on the recommendations of the national studies as well as extant research on teacher preparation, especially the education of beginning teachers, and makes specific suggestions for vocational teacher education. A list of references concludes the compilation. (SK)

ED 262 111 UD 024 399

Reuter, Lutz-Rainer And Others

Education between Quality and Equity.

Hochschule der Bundeswehr, Hamburg (West Germany).

Pub Date—Jun 84

Note—59p.; Paper presented at a workshop on "Education Between Quality and Equity" (New Britain, CT, October 15-19, 1984).

Pub Type— Reports - General (140) — Speeches/Meeting Papers (150) — Translations (170)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Educational Games, Educational Policy, Elementary Secondary Education, Equal Education, Game Theory, Learning Activities, *Migrant Education, *Multicultural Education, *Simulation, *Teacher Education, *Teaching Skills

Identifiers—*West Germany

Papers read by three German educationalists at a workshop on "Education between Quality and Equity" are included in this document. The first, by Han Leo Reimann, is entitled "Simulated Reality: The Instructional Objectives within the Framework of Pedagogical Paper Plays." This paper describes a gaming method of simulating realistic planning and decision-making situations for adults. The second paper, by Lutz-Rainer Reuter, is "Migrants' Education as a Focus of the FRG Educational Policy between Quality and Equity." It outlines themes that have dominated West German educational policy since World War II and then focuses specifically on the education of migrants and the concept of intercultural education. Finally, the third paper, by Hans Ritscher, is called "A Concept of Basic Teaching Abilities." It discusses directions in teacher training that might be useful for developing a fundamental repertoire of skills and behaviors that enhance teacher performance beyond the level of competence in a special field or educational level. (KH)

ED 281 017 CE 046 867

Rosenfeld, Stuart A., Ed.

Technology, the Economy, and Vocational Education.

Carnegie Forum on Education and the Economy, Washington, DC.

Pub Date—Nov 86

Note—114p.

Available from—Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($10.00).

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Agricultural Education, Conference Proceedings, Delivery Systems, *Economic Change, *Educational Change, Equal Education, High Schools, Job Skills, Minority Groups, Secondary Education, *Teacher Education, Teacher Supply and Demand, *Technological Advancement, *Vocational Education, *Vocational Education Teachers

Papers, panels, and commentaries (responses) are provided from a conference attended by traditional educators, vocational educators, and economists to discuss the impact of technology on vocational education in the high school and suggest appropriate responses. The introduction is by Stuart Rosenfeld. The first three papers address the theme of the impacts of technology on the economy: "Changes and Choices: A Review of Technology's Impact on Vocational Education in the High School" (Stuart Rosenfeld), "New Skills for the Changing Economy" (Ray Marshall), and "The New Economy: Hope versus Realities" (Stephen Roach). The next two papers focus on new conceptions of vocational education. They are "Facing an International Economy: The Need for Structural Change in Education" (Marc Tucker) and "A View from Industry: Challenges for Worker Training" (Harry LeCoist). Two commentaries are by Jay Robinson and Addison Hobbs. The next three presentations on the nature of the vocational education system itself are "Rethinking the Delivery of Vocational Educational Programs in Secondary Schools" (E. Gareth Hoachlander), "Equity and Vocational Education" (Carol Gibson), and "Linking Theory and Practice: Innovation in the Structure of Secondary Education" (David Mandel). J. Barry Ballard and Ann Bardwell provide commentaries. Two papers focus on the vocational education teaching profession, supply and demand, and preparation. They are "The Education of High School Vocational Educators" (Willis Hawley) and "Vocational Agriculture Teacher Preparation" (Jasper Lee). Commentaries by Sara Shelton and Joe Nathan are presented next. Neal Peirce summarizes the proceedings. (YLB)

ED 272 564 TM 860 480

Scott-Jones, Diane

Assessing American Education: Shrinking Resources, Growing Demands.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Jun 85

Note—26p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescent Development, Bilingual Education, Child Development, Computers, *Data Collection, Dropout Rate, *Educational Assessment, Elementary Secondary Education, *Equal Education, Longitudinal Studies, Preschool Education, Private Schools, *Research Design, *Research Needs, Teacher Education, Teacher Salaries, Teaching Methods

There is a need for educational research even during financial difficulties. Wisdom and efficiency in spending, careful data collection, and collaboration among agencies should be important goals while resources are scarce. Considering the situation, this paper describes critical issues in elementary and secondary education and the manner in which national data collection efforts might address these issues effectively. The critical issues include the equal importance of equity and excellence as goals of American education. Several phenomena related to the goals of equity and excellence are discussed, including bilingual education, private schools, use of computers in schools, drop-outs, and the transition from school to work. A second major issue is the development of students from childhood through adolescence. Developmental issues include longitudinal studies, especially of elementary school children, preprimary school programs, and adolescent development. The quality of instruction, including teacher preparation and classroom processes, and public perceptions of education are discussed as well. A five-page reference list is included. (JAZ)

XIV. INSERVICE EDUCATION AND PROFESSIONAL TRAINING

EJ 402 299 EA 524 022
A New Era in the Professional Development of School Administrators: Lessons from Emerging Programmes. Murphy, Joseph, Hallinger, Philip. *Journal of Educational Administration;* v27 n2 p22-45 1989 (Reprint: UMI)
Descriptors: *Educational Administration; *Administrator Education; Administrator Qualifications; *Management Development; Elementary Secondary Education; *Inservice Education; Professional Training; Staff Development; *Program Effectiveness; *Administrator Attitudes; Higher Education

Eleven approaches to administrator training representative of the new era are analyzed. Emphasized are pressure for changes, areas of weakness, common aspects emerging, and problems involved in the new movement in training. (84 references) (SI)

EJ 391 034 PS 516 717
Long-Term Effects of the Peer-Assisted Leadership Program on Principals' Actions and Attitudes. Barnett, Bruce G.; Mueller, Faye L. *Elementary School Journal;* v89 n5 p559-74 May 1989 (Reprint: UMI)
Descriptors: *Principals; *Management Development; *Inservice Education; *Leadership Training; Assistant Principals; Professional Training; Longitudinal Studies; Leadership Responsibility; Educational Administration; Collegiality; Elementary Secondary Education
Identifiers: *Peer Assisted Leadership Program

Describes long-term effects of the Peer-Assisted Leadership program on participants with regard to their administrative actions, perspectives of their roles as school leaders, and collegial networking and support. (PCB)

ED 285 908 TM 870 514
Van Tilburg, Emmalou; Archer, Thomas M.
The Fine9 Concept: A New Approach to Evaluation Education and Attitude Adjustment.
Pub Date—Oct 86
Note—33p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986). Best copy available.
Pub Type— Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Advisory Committees, Attitude Change, Attitude Measures, Evaluation Methods, *Evaluators, *Extension Education, Formative Evaluation, *Inservice Education, Peer Teaching, Professional Training, Program Attitudes, *Program Development, Program Effectiveness, *Program Evaluation, Skill Development, Volunteers
Identifiers—Ohio Cooperative Extension Service

Demand for accountability and effective programming by the Ohio Cooperative Extension Service (OCES) led to identification of the need for a set of skills and knowledge for extension faculty related to program development through evaluation. This paper describes the training of OCES field faculty in program evaluation skills to be used within a model used by the OCES Accountability Evaluative System. An integral part of the system is the Evaluation Resource Task Group, initially nine volunteers (the Fine9) especially trained to be resource persons to other OCES personnel. The six-day training program included sessions on data collection and analysis, formative and summative evaluation, interpretation and communication of results, evaluation management, and consultation. Quantitative evaluation of the training was reported in terms of changes in behavior, skills and knowledge, and attitude. Qualitative evaluation of the training indicated a high level of commitment to program evaluation, specific plans for the year, and perceived problems of time availability. Plans were made to continue the program, to add more faculty, and to provide specialty training for each member. (The rating scales used for evaluation are appended). (MDE)

EJ 402 298 EA 524 021
Mystics, Nests and Scruffies: Informing Professional Practice in Educational Administration. Sergiovanni, Thomas J. *Journal of Educational Administration;* v27 n2 p7-21 1989 (Reprint: UMI)
Descriptors: *Educational Administration; *Administrator Education; Administrator Qualifications; *Management Development; Elementary Secondary Education; *Inservice Education; *Professional Training; Staff Development; *Administrator Attitudes; Higher Education

The mindscapes (views) of 'mystics,' 'nests,' and 'scruffies' in relating to educational administration and professional practice resemble a 'non-science,' 'applied science,' and 'craft-like science,' respectively. Examined is the suggestion that current preparation and inservice programs for educational administrators could be wrong. (31 references) (SI)

EJ 351 914 CE 517 937
The Bottom Line. Paquet, Basil; And Others. *Training and Development Journal;* v41 n5 p26-33 May 1987 (Reprint: UMI)
Descriptors: Adult Education; *Management Development; *Inservice Education; Professional Training; *Cost Effectiveness; Productivity; Education Work Relationship
Identifiers: CIGNA Corporation

A study at CIGNA Corporation's corporate management development and training program attempted to prove that management training makes a real business contribution. Results demonstrated that net savings directly and indirectly due to the training program were substantial. (CH)

ED 239 281 CS 208 093
Mamatenta, Ernest
A Profile of In-House Teachers of Technical Communication.
Pub Date—83
Note—4p.
Available from—Not available separately; see CS 208 075.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
Document Not Available from EDRS.
Descriptors—Business, *Course Content, Educational Research, Inservice Education, *Occupational Surveys, Professional Training, Skill Development, *Teacher Characteristics, *Teachers, Teaching Methods, *Technical Writing, *Training Methods, Writing Skills
Identifiers—Technical Communication

To develop a profile of inhouse, company teachers of technical communication, a six-page questionnaire was administered to technical writing teachers. Of the 52 respondents, 24 offered both formal inhouse courses and informal training while 22 conducted only formal courses. Titles, course outlines, and other survey comments revealed that many organizations tailored entire courses--rather than individual seminars--to their main businesses. Most respondents said that courses were aimed primarily at scientists, engineers, or managers of such professionals and dealt with a variety of topics, among them efficient writing, grammar problems, style, technical content, editing, strategies for giving feedback to writers, graphics, audience analysis, readability, proposals, and grantsmanship. Three primary teaching methods were used: lecture, in-class writing or other classroom exercises, and group discussion and analysis of writing samples. Sixty-five percent of the respondents said their courses were conducted during working hours--and only during those hours. Almost half said that executive management gave strong support to their programs and an almost equally large segment reported moderate backing. More than a few of the respondents had extensive experience in both teaching and writing. And most inhouse teachers said they continued to increase their proficiency in both formal and informal ways. (HOD)

EJ 401 163 PS 516 621
Training Child Care Personnel in Rural Areas. Canning, Patricia M. *Early Child Development and Care;* v44 p5-11 Mar 1989
Descriptors: *Day Care; *Child Caregivers; *Rural Areas; *Teacher Education; *Inservice Education; *Professional Training; Foreign Countries; Distance Education; Continuing Education
Identifiers: Nova Scotia; Canada; Caribbean

Discusses needs of child care personnel in rural areas. Describes approaches used by Mount Saint Vincent's Department of Child Study to implement pre- and in-service education programs and special projects for rural caregivers in Nova Scotia, Canada, and in the Caribbean. (RJC)

ED 340 090 EA 022 832
School-Focused Staff Development Guide.
Georgia State Dept. of Education, Atlanta.
Pub Date—Jun 90
Note—49p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Planning, Elementary Secondary Education, Inservice Education, *Professional Development, Professional Training, Program Development, Program Evaluation, *Program Implementation, *School Based Management, *Staff Development
Identifiers—*Georgia

Evidence suggests that school focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. These guidelines for the development and implementation of school-focused delivery of staff development programs were prepared for Georgia school systems. The term "school-focused" refers to empowering staff at the school level despite the location of delivery. The introduction to the document presents background information and a model for school-focused staff development. The next section discusses roles and responsibilities of participants, training, and training for implementation. Four steps of implementation-committee organization, needs assessment, plan development, and program implementation -are presented in the next part. An evaluation model and plan are described in the fourth section. The last section discusses the change process with a focus on an adoption model. Appendices include the staff development plans of counties, components of effective inservice training, Clarke and Richmond evaluation plan format, and evaluation questions. (111 references) (LMI)

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XV. MENTORS

EJ 401 656 SP 519 191
Sexuality and Sex in Mentoring and Tutoring: Implications for Women's Opportunities and Achievement. Haring-Hidore, Marilyn; Paludi, Michele A. *Peabody Journal of Education*; v64 n4 p164-72 Sum 1987 (Published 1989) (Reprint: UMI)
Descriptors: Higher Education; *Mentors; Interpersonal Relationship; *Sexuality; *Tutoring; *Sexual Harassment; Equal Opportunities (Jobs); *Achievement; Equal Education
Identifiers: *Networking

It appears that among the three dyadic relationships examined in this article (i.e. grooming mentoring, networking mentoring, and tutoring), grooming mentoring has considerable potential to embrace sexuality and sex in ways that have negative implications for opportunities and achievement, particularly for women. A research agenda is proposed. (IAH)

ED 332 762 JC 910 282
Mellander, Gustavo A., Ed. Prochaska, Fred, Ed.
The Diversity Challenge: A Collection of Model Programs.
West Valley-Mission Community Coll. District, Saratoga, CA.
Pub Date—91
Note—74p.
Pub Type— Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affirmative Action, Community Colleges, Cultural Awareness, Cultural Differences, Cultural Exchange, *Cultural Pluralism, *Equal Education, Ethnic Groups, Females, *Intercultural Programs, Mentors, Minority Groups, Program Descriptions, *Program Implementation, Two Year Colleges

Model programs designed to promote diversity within the West Valley-Mission Community College District (WVMCCD) in California are discussed and described in this report. First, an introductory chapter, "The Importance of Cultural Issues to Higher Education," by Gustavo A. Mellander and Fred Prochaska, reviews the diversity recommendations of the National Center for Postsecondary Governance and Finance, as well as the WVMCCD's commitment to a comprehensive student assessment and placement program, and to an affirmative action plan for hiring. The subsequent chapters, which describe the district's model programs, are entitled: (1) "A Brief Summary of the Cultural Pluralism Program at Mission College," by Jane Patton; (2) "The ADELANTE Project at Mission College," by Barbara Richmond and Nancy K. Wright; (3) "The Cross-Cultural Contact Assignment at Mission College," by Marsha Chan; (4) "The Role of Cultural Diversity in Vocational Courses at Mission College," by JoAnn Hacker; (5) "The Puente Project at West Valley College," by Mary Casper; (6) "SUCCESS-Students Utilizing Cross-Cultural Educational Support and Services: A Mentoring Program for African American Students at West Valley College," by Veronese Anderson and Carolyn Nash; (7) "The Summer Institute, 1990, at West Valley College," by Angelina Rodarte; (8) "Teaching Foreign Languages with a Focus on Cultural Awareness at West Valley College," by Ken Colson and Edith Zanotti; and (9) "Women Making Their Own Way-Conference Report, June 1990: Educational Transition at West Valley College," by Elisa R. Goti and Arlene Herman. Finally, Leo Chavez's essay "Reflections on Diversity" concludes the collection. (JMC)

ED 288 119 CG 020 292
Fuehrer, Ann Schilling, Karen Maitland
Sexual Harassment of Women Graduate Students: The Impact of Institutional Factors.
Pub Date—May 87
Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Environment, *College Faculty, *Equal Education, Ethics, Females, *Graduate Students, Higher Education, Mentors, *Power Structure, Sex Differences, *Sexual Harassment, Student Needs, *Teacher Student Relationship

Sexual harassment is one concern of women graduate students in community psychology programs. When a sexual relationship exists between male faculty and female students, the distribution of power reflects the subordinate status of women and the dominant position of men. Many studies have documented the negative consequences of sexual contact between faculty and students. Walker, Erickson, and Woolsey (1985) suggest three sets of ethical issues raised by such contact: (1) unwanted sexual advances limit the victim's ability to choose when and with whom she will have a sexual relationship; (2) sexualization of a professional relationship interferes with mentoring; and (3) the mentor abuses his power to obtain personal gratification. Sexual harassment within academia may be understood within a framework which suggests that competing moralities are likely to perpetuate such behaviors. A lack of understanding between men and women about what a common set of behaviors means and a difference in perspectives on the role of relationships in the work environment may result in conflict. Community psychology programs can create an environment compatible with the needs of women students by recognizing faculty responsibility to provide equal opportunity to female graduate students in a climate free from sexual intimidation and by calling on universities to foster an empowering climate for these students. (NB)

ED 256 949 CE 041 519
Smith, Armenia
Linking Education and Industry in Preparing Students for Nontraditional Jobs. Project Model. Final Report.
Ysleta Independent School District, El Paso, TX.
Spons Agency—Texas Education Agency, Austin.
Pub Date—Aug 84
Note—109p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, *Career Education, *Cooperative Programs, Educational Cooperation, Equal Education, Instructional Materials, Interviews, *Linking Agents, Material Development, Mentors, *Nontraditional Occupations, Publicity, Questionnaires, Records (Forms), *Role Models, *School Business Relationship, Secondary Education, Sex Fairness, Student Recruitment, Surveys, Vocational Education

The Ysleta Schools Vocational Equity Project was implemented to develop and test methods to link education and industry in preparing students for nontraditional jobs. Both factual and attitudinal data were collected from educators, students, employers, and employees to accomplish the following project objectives: identify successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs, provide accessibility to new methods of recruitment in vocational jobs, improve student recruitment for nontraditional jobs, prepare strategies for equal access to vocational education programs, develop methods for making industry aware of qualified students who are interested in nontraditional jobs, and link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields. The following were among the activities and products developed during the project: instructional units for students and teachers, a media campaign to increase awareness of nontraditional workers, an equal access strategies guidebook, a nontraditional role model index, a middle school career program entitled "Futures Week," a mentor-protege program, and a poster set dealing with nontraditional workers. (Appendixes to this project report include sample interview guides and evaluation summaries by project participants.) (Author/MN)

ED 242 642 SO 015 564
Atcherson, Esther Jenny, Joanne
What about Mentors and Women in Academe?
Pub Date—83
Note—14p.; Paper presented at the Annual Midyear Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, Educational Environment, *Educational Experience, Educational Opportunities, Educational Research, Enrichment, Equal Education, *Faculty, *Females, Higher Education, Interprofessional Relationship, Males, *Mentors, Professional Development, *Sex Bias, *Sex Fairness
Identifiers—*Academicians

A study to compare the mentorship experiences of female and male faculty members in a large research institute of higher education is described. Three hypotheses were defined: (1) mentors are not available to women and men on an equal basis during key points in career development; (2) if the sex of the mentor and person receiving guidance differs, the form of guidance will differ; and (3) people who have had mentors are more likely to serve as mentors for others than those who have not had this experience. Equal numbers of female and male respondents (N=218) responded to a questionnaire concerning presence of mentor, sex of mentor and recipient, moral support provided, degree of sponsorship, professional connections, and career point of mentor guidance. Although over 3/4 of the men and women involved in the study reported having had a mentor themselves, there was a statistically significant difference between their perception about the general availability of mentors. More women than men believed that mentors were not generally available to members of their sex. The study did not indicate that it was particularly important to have a mentor of the same sex. It did indicate that a higher proportion of faculty members who had received guidance and sponsorship by a mentor served as mentors for others. A series of tables show data for each questionnaire item. (LP)

ED 244 382 EA 016 817
Weikart, Lynne A. Buoncristiano, Barbara A.
Educational Finance and Educational Excellence: A Programmatic Approach to School Finance Reform.
New York City Board of Education, Brooklyn, NY. Planning and Policy Analysis Unit.
Pub Date—Apr 84
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Coordination, Court Litigation, Dropout Prevention, *Educational Equity (Finance), *Equal Education, *Finance Reform, Mentors, Politics of Education, Retrenchment, *School Effectiveness, Work Experience Programs
Identifiers—*New York City Board of Education, Regents Action Plan NY

School finance reform--traditionally based exclusively on school districts' access to funding--has been made difficult by fiscal retrenchment on one hand and the educational excellence movement on the other. Stating that school districts must consider the use as well as the availability of funds, this paper proposes a new definition of equity that encompasses both equality and excellence: "equal educational outcomes." After reviewing school finance research and litigation since 1954, the effects of recent retrenchment, and the educational excellence movement, the paper discusses means of linking excellence and equity and presents the New York City Board of Education's strategy for doing so: first, establishing a decision-making process that proceeds from general areas of agreement to specific programs; and second, opening communication between schools and outside organizations. Four actions reflecting this dual strategy are reported: (1) an attendance improvement program designed to reduce student attrition; (2) the city school chancellor's opposition to the intital state Regents' Action Plan; (3) a "mentoring program" in which adult volunteers work individually with high school students; and (4) a work experience program offering placement for both high and low achievers. (MCG)

XVI. PEER INFLUENCE

EJ 324 763 UD 511 809
Person Orientation of Male and Female High School Students: To the Educational Disadvantage of Males? Schneider, Frank W.; Coutts, Larry M. *Sex Roles;* v13 n1-2 p47-63 Jul 1985
Descriptors: *Academic Achievement; *Achievement Need; *Affiliation Need; Anti Intellectualism; Females; High School Students; *Males; Peer Acceptance; *Peer Influence; Secondary Education; *Sex Differences; Socialization
Identifiers: Person Orientation
Investigates differences in the person orientation of male and female high school students that may have significant influences on their achievement strivings. Boys are particularly susceptible to anti-intellectual influences from peers. Interference of affiliative concerns with achievement behavior may not be relevant to understanding males' academic underachievement. (Author/SA)

EJ 350 384 CG 531 663
Popular Peers as Change Agents for the Socially Neglected Child in the Classroom. Middleton, Helene; And Others *Journal of School Psychology;* v24 n4 p343-49 Win 1986 (Reprint: UMI)
Descriptors: Intermediate Grades; Elementary School Students; *Peer Influence; Classroom Environment; *Social Discrimination; Popularity; Middle Schools; Interpersonal Competence; *Peer Acceptance; *Attitude Change; *Change Agents; *Children
Investigated the use of popular students in promoting the acceptance of socially neglected children. Results from fifth- and sixth-grade students suggest that popular students can be effectively directed to enhance the acceptance of socially neglected children. (Author/ABB)

ED 246 379 CG 017 621
Asbridge, Donald J.
A Process of Identity Formation in Relation to Peers and Peer Groups.
Pub Date—Apr 84
Note—23p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Elementary Secondary Education, Identification (Psychology), Interpersonal Competence, Models, Peer Acceptance, *Peer Groups, *Peer Influence, Reference Groups, Self Concept, Self Esteem, Social Development, Socialization
Identifiers—*Identity Formation
This paper presents a flowsheet model describing the interpersonal process of adolescent identity formation in relation to peers and peer groups within a social-psychological context. The model describes a primary route, a secondary route, and a vicious circle as pathways toward identity formation in relation to peers and peer groups. In the primary route, individuals associate with a peer group. If accepted by the group and satisfied with their role in the group they will either comply with, identify with, or internalize the group's values, beliefs, and behaviors, and will possess an identity. Any route other than the primary route is a secondary route, and is assumed to involve more conflicts, frustrations, and trials. These are cases where the individual is either unsatisfied or not accepted and will seek a new group or try a new strategy with the same group. In the case of the vicious circle the individual is not accepted after many frustrating attempts, and will either (1) keep trying, (2) become an internally-motivated prosocial loner or (3) become an antisocial "lone wolf". The model is likened to a production line with the final product being identity. The process is considered to be the same for female and male adolescents. (LLL)

ED 236 389 CE 037 484
Holland, Dorothy C. Eisenhart, Margaret A.
Women's Peer Groups and Choice of Career. Final Report.
Policy Research and Planning Group, Inc., Chapel Hill, NC.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—30 Nov 81
Grant—NIE-G-79-0108
Note—191p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Career Choice, Career Education, *College Students, Educational Research, *Females, Higher Education, *Majors (Students), Peer Acceptance, Peer Groups, *Peer Influence, Peer Relationship, Surveys
The role of women's college peer groups in aiding women to continue along or in encouraging them to drop out of certain career paths was investigated. During an ethnographic phase, freshmen were interviewed; during the survey phase a survey instrument was administered to sophomores. Respondents were from predominately black Bradford University (BU) and predominantly white North Carolina University (NCU). Peer relationships were important primarily as opportunities to enact valued role-identities. Non-career peer relationships competed with career concerns for time and attention. Few black women changed plans for a major, while whites viewed changing majors as acceptable. Changes in major were more likely to result either in women staying in or moving toward nonmath/science majors. Ambivalence of BU women in career choice focused on questioning the worth of the credential relative to its costs. Nonacademic peer-related identities and rewards competed with career goals. NCU women were uncertain about their choices of majors. Peers' approval of NCU women's goals translated into greater commitment to pursue training in their majors. Recommendations to increase women's participation in math or science careers were identified. (The survey instrument and code book and summarized career identity histories are appended.) (YLB)

ED 248 409 CE 039 754
Kendall, Elisabeth L.
Perceptions of Nontraditional and Traditional Vocational Completers toward Career Guidance.
Pub Date—26 Apr 84
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Counseling, Comparative Analysis, Counseling Effectiveness, Counselor Attitudes, Counselor Role, *Enrollment Influences, High School Students, Job Placement, Nondiscriminatory Education, *Nontraditional Occupations, *Participant Satisfaction, Peer Acceptance, Peer Influence, *School Counselors, Sex Fairness, Sex Role, Sex Stereotypes, State Surveys, Student Attitudes, Student Motivation, Tables (Data), Teacher Influence, Teacher Role, *Vocational Education
Identifiers—*Program Completers, West Virginia
A study analyzed the attitudes of a random sample of completers of nontraditional and traditional vocational programs toward the school and career counseling that they received while enrolled in a vocational education program in West Virginia in 1980. The survey instrument, which was completed by 36 of the 100 nontraditional program completers originally contacted and by 42 of the 100 traditional completers asked to complete the survey, dealt with the students' reasons for enrolling in a vocational program, their satisfaction with the program, and the support that they received for their enrollment decision from influential individuals. In general, many students did not feel that they could turn to their vocational teachers for support. Many felt that their counselors were of little or no help to them. It appeared that the traditional completers received more help in securing educational or job placement and more support for their career choice than did the nontraditional respondents. When data were broken down by sex, 70 percent of the nontraditional male completers felt that their employer had received information about them from their teachers; however, only 29 percent of the nontraditional females felt the same way. (Six tables of data are appended to this report.) (MN)

EJ 357 403 SO 516 816
The Cultural Production and Reproduction of Gender: The Effect of Extracurricular Activities on Peer-Group Culture. Eder, Donna; Parker, Stephen *Sociology of Education;* v60 n3 p200-13 Jul 1987 (Reprint: UMI)
Descriptors: *Cultural Images; *Sex Differences; *Extracurricular Activities; *Athletics; Adolescents; Junior High Schools; *Peer Groups; Peer Influence; Peer Acceptance; Working Class; *Socialization; Values
Examines the effect of athletic-related activities on peer-group culture of students at a predominantly working-class middle school. Reports that certain extracurricular activities influence the male and female cultures of early adolescents by promoting specific values which are incorporated into the informal peer-culture of the school. (Author/AEM)

EJ 328 504 PS 513 572
Research Review. The Unpopular Child. Roopnarine, Jaipaul L.; Honig, Alice S. *Young Children;* v40 n6 p59-64 Sep 1985 (Reprint: UMI)
Descriptors: *Young Children; *Early Childhood Education; *Interpersonal Competence; *Social Development; *Peer Relationship; *Friendship; Interpersonal Relationship; Personality Development; Peer Influence; Peer Acceptance; Teacher Role; Parent Child Relationship; Sex Differences; Child Rearing; Parenting Skills; Classroom Environment; Rejection (Psychology); Withdrawal (Psychology); Individual Characteristics
Identifiers: *Popularity
Discusses importance attributed to social competence with peers for social development of young children and implications for later years. Review of research addresses the following issues regarding unpopular children: types of interaction patterns, parental childrearing patterns, and development of improved social skills through the help of researchers, parents, and teachers. (DST)

EJ 315 026 CS 706 771
Shyness and Popularity: Children's Views. Richmond, Virginia P.; And Others *Western Journal of Speech Communication;* v49 n2 p116-25 Spr 1985 (Reprint: UMI)
Descriptors: Elementary Secondary Education; Children; *Communication Apprehension; *Childhood Attitudes; Peer Influence; *Peer Acceptance; Interpersonal Competence; *Communication Research; *Communication Skills; Correlation
Identifiers: *Shyness
Investigated whether an association exists between quietness in children and rejection of these children by their peers. Collected data from 1,529 children in grades three through 12. Found a strong tendency on the part of children to reject shy or quiet peers. (PD)

ED 317 941 CG 022 460
Beck, Irene C. Capo, John, Ed.
In Tune with Teens: A Guide for Communicating with Adolescents.
Sheppard Pratt National Center for Human Development, Baltimore, MD.
Pub Date—Aug 89
Note—90p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adjustment (to Environment), *Adolescent Development, *Adolescents, Alcohol Abuse, Delinquency, Drug Abuse, Emotional Problems, Family Problems, Helping Relationship, *Interpersonal Communication, Juvenile Gangs, Parent Child Relationship, Peer Acceptance, Peer Influence, Personality Development, Sexuality, *Youth Problems
This guide, intended for adults who deal with adolescents, was originally designed as a companion to "No Hang-Ups!," a telephone tape call-in service addressing topics of vital concern to teenagers. The format of the guide consists of a series of brief two-page fact sheets on a wide range of adolescent issues: problems in school, teenage fears, loneliness, peer pressure, puberty, sexuality, violence, gangs, crime and legal problems, personal relationships, alcohol and drugs, family relationships, running away, and seeking help. Each fact sheet starts with a brief overview, discusses the issue from the teenager's point of view, suggests roles adults can play, and lists references on the topic for teenagers and adults. (TE)

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